

School District No. 60 (Peace River North)  
2002-03 Progress Report

General Area	Goal	Data Based Rationale	Target	Data to Monitor Progress	Summary of Progress
<p><u>Improving Student Achievement:</u> <u>Intellectual Growth</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> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of students scoring in quartiles 3 and 4 of phonological processing post-test from 70% 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>Administer post-test again in June for those students receiving intervention.</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of K students in district scoring in quartiles 3 and 4 of phonological processing post-test dropped from 70% to 68%.</li> <li>Four schools fell below the district score (ranging from 42.5% to 64.5%) and dropped from their previous year's performance.</li> <li>Five schools rose above the district score (ranging from 83% to 100%) and increased from their previous year's performance.</li> <li>Intervention (small group pull-out with the Learning Assistant) was inconsistent across school sites, most successful schools initiated intervention well before post-test administration (i.e. beginning in January).</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure equal opportunity for success in all schools by closing gap between lowest and highest performing K student cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>School district data on phonological processing post-test shows that individual schools vary from 40% to 94% of their K populations achieving target.</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>Close the performance gap between Aboriginal/Non-Aboriginal populations, and between boys/girls.</li> </ul>	<ul style="list-style-type: none"> <li>Phonological screening data.</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved, there are still three schools below 50%.</li> <li>The Aboriginal student population improved significantly, from 59% to 68% scoring in quartiles 3 and 4, there was no gap between Aboriginal and Non-Aboriginal populations.</li> <li>A gap of 6 percentage points remains between boys and girls, with boys scoring lower.</li> </ul>

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	<ul style="list-style-type: none"> <li>Ensure all students exit grade one 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 one will remain poor readers throughout their educational history.</li> <li>Short term, intensive early intervention including explicit instruction in reading can make a difference for the majority of young readers at risk.</li> </ul>	<ul style="list-style-type: none"> <li>Increase % of students reading instructionally at level 16 from 77% to 85%.</li> <li>Identify students at-risk for intense early intervention.</li> <li>Meet National standards for recovery rate in Canada in district Reading Recovery program.</li> </ul>	<ul style="list-style-type: none"> <li>Data collected from district-wide grade one reading assessment in June of each school year, using Checkpoints and PM Benchmarks.</li> <li>Data collected from the Observation Survey, administered in grade one classrooms.</li> <li>Maintain Reading Recovery discontinuing rate at 75% and referral rate at 20%.</li> </ul>	<ul style="list-style-type: none"> <li>We achieved a modest increase, but did not meet our target.</li> <li>The percentage of students in district reading instructionally at level 16 increased from 77% to 80%.</li> <li>The Reading Recovery program is operating in 9 schools and site based early intervention operates in 2 schools. There is no early intervention programs in 4 rural schools</li> <li>The Reading Recovery Site Discontinuing Rate improved from 76% to 78% and Referral Rate decreased from 20% to 18%.</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>Ensure equal opportunity for success in all schools by closing the gap between lowest and highest performing grade one student cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>School district data on grade one exit reading assessment shows that individual schools vary from 66% to 95% of their grade one populations achieving target.</li> </ul>	<ul style="list-style-type: none"> <li>Bring the lowest performing schools with 60% of the grade one population scoring at target into the 70% range.</li> <li>Close the performance gap between Aboriginal/Non-Aboriginal populations, and between boys/girls.</li> </ul>	<ul style="list-style-type: none"> <li>Data from district- wide year end grade one reading assessment.</li> </ul>	<ul style="list-style-type: none"> <li>All schools at or above 70% with exception of 2 schools where performance dropped significantly this year.</li> <li>Aboriginal student results fell slightly this year from 67% to 61% reading at target.</li> <li>The gap between boys and girls increased from 6% to 13%, with boys scoring lower.</li> </ul>

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<p><u>Improving Student Achievement:</u>  <u>Intellectual Growth Cont'd</u></p>	<ul style="list-style-type: none"> <li>Ensure that all primary students have foundation skills for success in mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Ministry data on district mathematics achievement shows a general trend of weakness throughout the grades.</li> <li>Strong teaching of foundation skills in early primary grades and early intervention for students at risk should better prepare students for future success.</li> </ul>	<ul style="list-style-type: none"> <li>Use 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.</li> </ul>	<ul style="list-style-type: none"> <li>Data to be collected from the screening tool currently in development.</li> <li>Report Card marks.</li> </ul>	<ul style="list-style-type: none"> <li>The UBC Screening tool is not yet being used consistently across the district in all K/1 classrooms.</li> <li>We were not able to aggregate primary report card marks at the District level because of inconsistencies in portrayal of data by individual schools. We anticipate that a common Provincial report card template will assist us in this process next year. . If not, we will proceed with our plan to develop a common report card.</li> </ul>
	<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>Informal observations from teachers and administrators suggest that the change in practice to include balanced literacy and guided reading in regular classroom instruction is not yet consistent throughout the later primary grades (2-3).</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that students meeting the target for year end in grade one continue to meet target for year end in Grades 2 and 3.</li> </ul>	<ul style="list-style-type: none"> <li>Results from year end running records using Checkpoints or PM benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>76% of Grade 2 students in the district are reading instructionally at level 22, 77% of same cohort scored at target in grade one indicating that students are maintaining gains.</li> <li>Seven schools improved their cohort performance from Grade 1 to Grade 2 in reading at target and 6 schools decreased.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure that all students at the junior secondary level 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.</li> </ul>	<ul style="list-style-type: none"> <li>Improve performance on a standardized reading test from below 20%ile to 40 – 50%ile range.</li> </ul>	<ul style="list-style-type: none"> <li>Gates McGinitie reading test administered at the beginning and end of the course.</li> </ul>	<ul style="list-style-type: none"> <li>Both schools are still reporting grade equivalent scores.</li> <li>80% of Dr. Kearney later literacy students gained 0.2 to 1.7 grade levels.</li> <li>93% of Bert Bowes later literacy students gained 0.2 to 3.9 grade levels.</li> </ul>

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	<ul style="list-style-type: none"> <li>Improve writing skills across all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Ministry data on district writing achievement shows inconsistent performance across grade levels.</li> <li>Two schools participating in writing project showed significant gains in writing achievement on the FSA.</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of grade level populations meeting or exceeding expectations using the BC FSA scores.</li> <li>To increase the percentage of Grade 7 students producing writing samples that meet or exceed expectations on the BC Performance Standards as the result of their participation in the Wireless Writing Program.</li> </ul>	<ul style="list-style-type: none"> <li>FSA scores.</li> <li>Aggregated Report Card marks.</li> <li>Wireless Writing Data.</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. <b>Please see Appendix Table 1.</b></li> <li>District baseline data for the percentage of students achieving a letter grade of “C” or better in writing: Grade 4 77.2% Grade 7 70.0% Grade 10 45.8% (English 10)</li> <li>In May 2003, 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> <li>The Provincial Satisfaction Survey indicates that District Grade 7 students felt better about their writing achievement against both the provincial average and last year’s results. See table below:</li> </ul> <table border="1" data-bbox="1889 1052 2518 1141"> <thead> <tr> <th>Grade 7</th> <th>2001/02</th> <th>2002/03</th> <th>Province</th> </tr> </thead> <tbody> <tr> <td>Are you getting better at writing?</td> <td>73%</td> <td>80%</td> <td>77%</td> </tr> </tbody> </table>	Grade 7	2001/02	2002/03	Province	Are you getting better at writing?	73%	80%	77%
Grade 7	2001/02	2002/03	Province										
Are you getting better at writing?	73%	80%	77%										
<p><u>Improving Student Achievement:</u></p> <p><u>Intellectual Growth</u></p>	<ul style="list-style-type: none"> <li>Improve mathematics skills across all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Ministry data on district mathematics achievement shows inconsistent performance across grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>To have all students meeting or exceeding expectations on the provincial Mathematics FSA.</li> <li>To improve Grade 12 final exam marks in Mathematics to meet the provincial average.</li> </ul>	<ul style="list-style-type: none"> <li>FSA</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. <b>Please see Appendix Table 2.</b></li> <li>Aggregated final report card data indicates that Grade 10 FSA results exceed District marks by 3% when letter grades of “C” or better are considered to meet or exceed</li> </ul>								

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				<ul style="list-style-type: none"> <li>• Aggregated Report Card marks.</li>   <li>• Cohort Data</li>   <li>♣ Provincial Satisfaction Survey.</li>   <li>• Grade 12 exam results.</li> </ul>	<p>expectations. Grade 7 report card marks are 4% higher than FSA scores and Grade 4 report card marks are 6% higher than FSA scores.</p> <ul style="list-style-type: none"> <li>• District baseline data for percentage of students achieving a letter grade of C or better in numeracy/math: Grade 4 77.0% Grade 7 75.0% Grade 10 54.0% (Math 10)</li>   <li>• Cohort Data – District trends show improvement in numeracy over the past 3 years. Students who were in Grade 4 in 1999-2000 earned an average FSA score of 62.9% and as Grade 7 students their average rose to 66.7%. Students who were in Grade 7 in 1999-2000 earned an average FSA score of 63.4% and as Grade 10 students their average rose to 64.5%.</li>   <li>• The Provincial Satisfaction Survey indicates that District Grade 7 students felt better about their numeracy achievement against both the provincial average and last years results. See table below:</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">Grade 7</td> <td style="text-align: center;">2001/02</td> <td style="text-align: center;">2002/03</td> <td style="text-align: center;">Province</td> </tr> <tr> <td style="text-align: center;">Are you getting better at math?</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">76%</td> </tr> </table> <ul style="list-style-type: none"> <li>• Final exam results have improved in each of the last three years. In 2002-03, the average was 66%, and this compares to the provincial average of 72%.</li> </ul>	Grade 7	2001/02	2002/03	Province	Are you getting better at math?	71%	79%	76%
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	<ul style="list-style-type: none"> <li>• Ensure that instruction is aligned with curriculum and that student performance is improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Currently we are below the provincial average on some FSA scores.</li> <li>• A majority of our final examination scores fall below provincial averages.</li> </ul>	<ul style="list-style-type: none"> <li>• To have all students meeting or exceeding expectations on FSA results.</li> <li>• To meet the provincial average GPA.</li> </ul>	<ul style="list-style-type: none"> <li>• FSA.</li> <li>• Final examination marks.</li> <li>• Scholarships.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2002 three out of eleven final examination mean scores were above the provincial mean score. In 2003 five out of eleven final examination scores were above the provincial mean score.</li> <li>• Mean scores in Geology, Math, and English are the highest in ten years.</li> <li>• Physics is the highest in nine years.</li> <li>• Examination scores are above the provincial mean score in English, communications, Francais Langue, Geology and Physics.</li> </ul>								

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					<ul style="list-style-type: none"> <li>• Math has improved consistently for three years.</li> <li>• Mean scores in history, biology, chemistry, geography French and math are below the provincial average.</li> <li>• After several years of upward progress, our graduate GPA has dropped from 2.85 to 2.79 against the provincial average of 2.97.</li> <li>• For 2002-03, the percentage of graduates awarded provincial scholarships data is not yet available to us.</li> <li>• A synopsis of the percentage of students meeting and or exceeding expectations is as follows:               <ul style="list-style-type: none"> <li>♣ 2002/03 FSA data in writing indicates improvement in percentage of students meeting /exceeding expectation at the elementary level, and a decline at the secondary level.</li> <li>♣ 2002/03 FSA data in numeracy indicates improvement in percentage of students meeting /exceeding expectation at elementary level and secondary levels, although we are still below the Province in Grades 4 and 10;</li> <li>♣ 2002/03 FSA data for reading indicates marginal improvement in grade four against a declining provincial average and a decline in Grades 7 and 10.</li> </ul> </li> </ul> <p><b>Please see Appendix Table 3.</b></p>
<p><u>Improving Student Achievement:</u>  <u>Intellectual Growth Cont'd</u></p>	<ul style="list-style-type: none"> <li>• To improve Aboriginal student academic performance on a K – 12 basis.</li> </ul>	<ul style="list-style-type: none"> <li>• FSA and Government Exam results indicate that Aboriginal students are not achieving at the rates of the total student population.</li> <li>• School records of student attendance indicate that Aboriginal students miss more school than the total student population.</li> <li>• Students who have regular attendance patterns have increased opportunities for success.</li> <li>• Students who have a high sense of belonging have a higher retention rate and are more</li> </ul>	<ul style="list-style-type: none"> <li>• To close the gap between Aboriginal student attendance rates and the attendance rates of the rest of the student population by 10%.</li> <li>• To close the gap between the Aboriginal student academic performance level and the level achieved by the rest of the district's student population by 10%.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data.</li> <li>• Data collected from district-wide phonological testing.</li> <li>• Grade one reading assessment.</li> <li>• Reading recovery discontinuing rates.</li> </ul>	<ul style="list-style-type: none"> <li>• The gap between Aboriginal and Non-Aboriginal student attendance rates increased minimally from 2.13% to 2.47%.</li> <li>♣ Aboriginal students achieved at the same level as Non-Aboriginal students in the areas of Kindergarten phonological processing and Reading Recovery. Exit scores at the grade 1 and 2 levels indicate that Aboriginal students scored below Non-Aboriginal students in grades 1 (19%) and 2 (12%). See table below: Percentage of K students scoring in quartiles 3 and 4 on phonological processing post-test: Non-Aboriginal 68% Aboriginal 68% Percentage of grade one students scoring at exit target (level 16): Non-Aboriginal 80% Aboriginal 61%</li> </ul>

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		<p>inclined to pursue opportunities for academic success.</p>			<p>Percentage of students discontinuing from Reading Recovery:            District 81%            Aboriginal 81%            Percentage of students referred after Reading Recovery:            District 14%            Aboriginal 13%            Percentage of grade two students scoring at exit target (level 22):            Non-Aboriginal 78%            Aboriginal 66%</p>
		<ul style="list-style-type: none"> <li>• Students who are progressing at their anticipated rate are experiencing appropriate success.</li> <li>• Students who are enjoying success have a greater opportunity to experience a higher level of success.</li> </ul>	<ul style="list-style-type: none"> <li>• To close the gap between the Aboriginal student graduation rate and the district's student population graduation rate by 10%.</li> </ul>	<ul style="list-style-type: none"> <li>• FSA results.</li> <li>• Government exam results.</li> <li>• Ministry's Aboriginal Branch statistics.</li> <li>• District initiative to measure Aboriginal students' sense of belonging (research measure presently under consideration).</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of aboriginal students meeting or exceeding expectations in the Foundation Skills Assessment was above the provincial levels for aboriginal students in 7 of 9 examinations administered results to Grade 4, 7, and 10 students.</li> <li>• District Aboriginal performance improved over last year's performance on 4 of the 9 examinations. <b>Please see Appendix Table 4.</b></li> <li>• Ministry of Education Aboriginal grad rates for 2002/03 are not yet available.</li> </ul>
	<ul style="list-style-type: none"> <li>• To ensure effective student transitions between Grades 7 and 12.</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry documents indicate that the district enjoys a favorable transition rate.</li> <li>• Students who progress at their anticipated rate are experiencing appropriate success.</li> <li>• Students who are enjoying success have the potential to achieve at a higher level.</li> <li>• At present we are not certain</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain the transition rates above the provincial average for Grades 8 to 12.</li> </ul>		<ul style="list-style-type: none"> <li>• Based on 2001/02 data, our Dogwood completion rate declined from 81% to 74% which is 2% below the provincial average. Ministry data for 2002/03 is not yet available.</li> </ul>

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		that our policies, procedures and practices associated with transitions are as effective as they could be.			
<u>Human and Social Development</u>	<ul style="list-style-type: none"> <li>To improve student social responsibility levels district-wide.</li> </ul>	<ul style="list-style-type: none"> <li>Student suspensions.</li> <li>Provincial survey results regarding the perceptions by students, teachers and parents that students are safe at school varies across the district.</li> </ul>	<ul style="list-style-type: none"> <li>To exceed provincial averages in all categories on the Provincial Satisfaction Survey.</li> </ul>	<ul style="list-style-type: none"> <li>District data on suspensions.</li> <li>Provincial satisfaction surveys.</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). <b>See Appendix Table 5.</b></li> <li>Provincial Satisfaction Survey results pertaining to Human and Social Responsibility (please see Appendix Table 6) indicate that: <ul style="list-style-type: none"> <li>♣ the district has made gains at the elementary level. Grade 4 and 7 student satisfaction increased in 4 of 6 and 5 of 6 areas respectively</li> <li>♣ elementary parent satisfaction levels increased in 5 of 5 areas.</li> <li>♣ secondary students in Grades 10 and 12 indicate that they felt less safe at school this year than last year.</li> </ul> </li> <li>♣ Satisfaction Survey Data based on the following six questions: <ol style="list-style-type: none"> <li>At school are you bullied, teased or picked on?</li> <li>Do you feel safe at school?</li> <li>At school, do you get the chance to help others or set a good example for others?</li> <li>At school, do you respect people who are different from you?</li> <li>At school, do you learn about other cultures?</li> <li>At school, do you learn about getting along with others?</li> </ol> <b>Appendix Table 6 represents</b> the percentage of respondents who answered either “many times” or “all of the time” to these six questions. </li> </ul>
<u>Career Development</u>	<ul style="list-style-type: none"> <li>To expand the scope of career programs</li> </ul>	<ul style="list-style-type: none"> <li>Based on the need for skilled trades and technical personnel</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of student apprenticeships from 41 to 50.</li> </ul>	<ul style="list-style-type: none"> <li>Number of signed apprenticeships.</li> <li>Career preparation programs as a</li> </ul>	<ul style="list-style-type: none"> <li>The number of currently apprenticed students has increased from 41 to 46.</li> </ul>

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	<p>available to students in our district which reflect the diversity of the FSJ and global economy.</p>	<p>in our region.</p> <ul style="list-style-type: none"> <li>• “Knowledge Matters” Government of Canada statistics.</li> <li>• BC Labor force statistics.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the amount of career preparation in District as a percentage of Grade 11 and 12 numbers to meet provincial preparation rates (see PDF).</li> <li>• Insure that all students complete the 120 hours of work experience in their program within the two graduation years.</li> </ul>	<p>percentage of grade eleven and twelve students.</p> <ul style="list-style-type: none"> <li>• Data on completion of 120 hour work experience.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of career preparation in the District as a percentage of grade eleven and twelve numbers has decreased from 19.7% to 18.8%. We need to review this data to ensure that we are capturing all the information we have relative to student involvement in career education, given the number of students that are involved in apprenticeships, co-op programs and Project Heavy Duty.</li> <li>• The percentage of Grade 11 students who have completed their one 120 hours of work experience in their career program within the two year graduation program has increased from 35 to 44 percent.</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> </ul>	<ul style="list-style-type: none"> <li>• Implement Project Heavy Duty in 2002/03.</li> <li>• Within one year, add an additional project in either forestry or agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students enrolling in the project.</li> <li>• Concrete industry support for projects.</li> <li>• Satisfaction survey responses from all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students enrolled in Project Heavy Duty increased from 30 to 42.</li> <li>• Eighty-six business/heavy duty industry firms contributed to the project.</li> <li>• Anecdotal comments from students and industry confirm very strong support for the program.</li> <li>• We have not met our target in adding an additional project in either forestry or agriculture. Please see 2003/04 accountability contract.</li> </ul>
	<ul style="list-style-type: none"> <li>• In partnership with Northern Lights College, develop opportunities for secondary students to obtain dual credit or advanced standing in career and technical trades areas.</li> </ul>	<ul style="list-style-type: none"> <li>• The success of career technical centres throughout the province.</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of articulated programs which will provide dual credit or advanced standing from 3 to 7.</li> <li>• Enroll a minimum of 10 students across six programs.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of articulated programs.</li> <li>• The number of student participants.</li> <li>• Feedback surveys form stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• We met our target. The number of articulated programs has increased from three to seven. The programs are as follows: <ul style="list-style-type: none"> <li>• Industrial Instrumentation Mechanic</li> <li>• Automotive Service Technician</li> <li>• Heavy Duty/Commercial Transport Mechanic</li> <li>• Oil and Gas Process Operator</li> <li>• Welding</li> <li>• Electrician</li> <li>• Pipe trades</li> </ul> </li> <li>• We exceeded our target in the number of students enrolled in articulated programs. As of August 30, one student completed instrumentation mechanics and 11 students completed welding for a total of 12.</li> </ul>
<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</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</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of secondary students who are enrolled in our rural elementary</li> </ul>	<ul style="list-style-type: none"> <li>• 1701 Ministry data.</li> <li>• Survey students who are taking mentored secondary courses at their</li> </ul>	<ul style="list-style-type: none"> <li>• We met our target. As of September 30<sup>th</sup>, the number of secondary students who are enrolled in our rural elementary schools has increased from 4 to 13.</li> </ul>

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	<p>differences in student needs, learning styles and access requirements.</p>	<p>secondary program.</p> <ul style="list-style-type: none"> <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>• A number of 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.</li> <li>• A number of our students leave school to work in the "Oil Patch". Traditional secondary schools access and program elements are not flexible enough to accommodate the work cycle of the "Oil Patch". In order for</li> </ul>	<p>schools from four to ten.</p> <ul style="list-style-type: none"> <li>• To maintain a range of electives. Introduce a minimum of one distributed learning /mentorship course at Prespatou. Such a course to be offered by a local teacher.</li> <li>• To continue the work of developing a Hybrid model of home/ school instructional delivery to service students in rural schools. Building on the development to date, introduce a proof of concept pilot project at Clearview with a limited number of students in the current school year.</li> <li>• To facilitate 'Oil Patch' students continue to work with Duke Energy and partners to implement phase one of the Educational Innovations project.</li> </ul>	<p>local elementary school in collaboration with our DES school to determine needs and satisfaction levels.</p> <ul style="list-style-type: none"> <li>• Survey students to determine need and satisfaction levels once the course is implemented.</li> <li>• Examine student achievement in relation to the project.</li> <li>• Interview parents, students and teachers regarding their perceptions of the pilot.</li> <li>• Monitor Educational Innovations project implementation phase one.</li> </ul>	<ul style="list-style-type: none"> <li>• We have not met our target of introducing one electronic distributed learning course at Prespatou. We have made progress on acquiring the hardware that will be required to deliver and receive distributed learning courses in three of our district schools. This acquisition comes via the Northern Opportunities Project.</li> <li>• A number of students in our rural schools at Prespatou and Hudson's Hope are working on additional electives through the use of correspondence courses and some digital delivery from our Distance Education School.</li> <li>• Two students have been involved in hybrid schooling opportunities at Clearview with positive results successful by parents and student. Hybrid learning opportunities are available on an approved request basis at Clearview.</li> <li>• We also have 13 students involved in hybrid learning opportunities at Upper Halfway. These students are working primarily on correspondence courses with some digital delivery. Students received support from the DES school as well as attended at Upper Halfway on a regular basis for assistance from staff at the school.</li> <li>• Phase one of the Educational Innovations Project with Northern Opportunities has been completed successfully. The most significant achievement of this phase has been the creation of seven articulated programs referred to above.</li> </ul>

School District No. 60 (Peace River North)  
2002-03 Progress Report

General Area	Goal	Data Based Rationale	Target	Data to Monitor Progress	Summary of Progress
		<p>these students to graduate from secondary school, we need to wrap our services around the program and access requirements of these students.</p> <ul style="list-style-type: none"> <li>• A number of our students leave secondary school before graduating. This is often due to life circumstances that thrust our young adults into roles and responsibilities, which are demanding and difficult to fulfill and still carry on with traditional schooling. If we are to ensure that these students graduate then we must wrap our educational services around their unique needs access requirements and learning styles.</li> <li>• Responding to Board direction, complete the development of the District Fine Arts School at Central in order to provide an opportunity for students to enroll in a school which specializes in the fine arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a feasibility study on developing a community learning centre which will make it possible for all young adults who have left school to access learning opportunities in a learning environment that wraps education services around their unique needs access requirements and learning styles. (see "Oil Patch School" above).</li> <li>• Complete the implementation plan by January 2003.</li> </ul>	<ul style="list-style-type: none"> <li>• Feasibility study completed by January end 2003.</li> <li>• Phase one in operation by September 2003.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on this project has been differed to the 2003/04 year for budgetary reasons. Please see the 2003/04 accountability contract.</li> <li>• École Central School of the Arts has very successfully completed phase one of their implementation plan for becoming a full-fledged Fine Arts school. With phase one completed responsibility for subsequent phases of this project will now fall under school direction with support from the district office.</li> </ul>