


Accountability Contract 2004/05



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Superintendent of Schools

School District 72
Campbell River, B.C.

"Learning to Be Our Best"



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District Context

School District 72 is located on the east coast of central Vancouver Island, extending north to Sayward and south to Oyster River. The district also includes the outer islands of Read, Cortes, and Quadra.

Serving a population of 6,641 students in 22 schools, the district administers a budget of approximately \$45 million. A steady decline in student enrolment has created the need for significant restructuring in the district, including the closure of six schools.

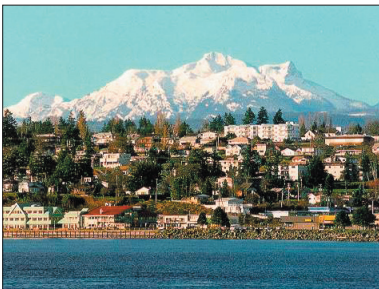
Despite these challenges, the district has attained significant gains in student achievement and continues to provide its students with a broad array of high quality programs and services.

District Information

Community Demographics:

According to the 2001 census, Campbell River's population is 33,872 with another 8,376 in surrounding rural areas.

- Aboriginal population is 2,574 – an increase from the 1996 census.
- Visible minority of 1,955 (5.3 per cent of population).
- 1.75 per cent of the homes are non-English speaking.
- Number of dual parent families: 9,053.
- Number of single parent families: 1,900.
- Average family income: \$59,566.
- 5,523 residents have moved in the previous year.



School District 72 Profile:

Total population of 6,641 students attending:

- 16 Elementary Schools.
- 2 Middle Schools.
- 2 Secondary Schools.
- 1 Alternate School.
- 1 Continuing Education Centre.
- 1 eBlend (Distributed Learning Centre).
- 2 Provincial Resource Programs (Oasis and HeadStart).

Unique Characteristics

Campbell River, like many other British Columbia communities, has experienced a recent decline in student enrolment that has precipitated four school closures in the last three years. The 2004/2005 school year will see the closure of two small 50-year-old elementary schools, Campbellton and Evergreen, and the construction of the new centrally located Ripple Rock Elementary School.

In order to meet the diverse needs of learners within the district a concerted effort has been made to review delivery models and to implement programs that reach out to a wider community.

Some examples of these initiatives include:

- Student Services support teams organized by zones to meet the diverse learning styles and needs of students.
- A Rural Schools Initiative and subsequent implementation of the eBlend program in order to provide outreach to students who desire an alternate delivery of educational programs.
- A pilot ‘in-house’ alternative education program in both middle schools to complement existing supports for at-risk youth.
- A Summer School program initiated in 1980 which continues to offer alternate pathways to course completion and an Early Reader’s program that provides a boost to self-confidence and skills for struggling young readers.
- AVID, a pilot program, which focuses on “learning to learn” for an identified group of middle school students at Phoenix Middle School and eventually Carihi Secondary.
- An extensive career program that provides opportunities for students through Career Preparation, Co-operative Education and Secondary School Apprenticeship.
- A French Immersion program which currently attracts the highest per-capita Kindergarten enrolment in the province.

Students at a Glance

- 3,017 Elementary students
- 3,182 Middle and Secondary students
- 316 Continuing Education students
- 64 eBlend students
- 62 Alternate School students
- Aboriginal student population of 985
- 16 per cent of student population is Aboriginal
- 50 ESL students
- 293 ESD students
- 856 Career Programs students
- 235 Low Incidence/ High Cost students
- 307 High Incidence/ Low Cost students
- 703 French Immersion students

District Strengths

As mandated by its Mission Statement, School District 72 offers innovative programs that contribute to the personal excellence of all members of its learning community. Some examples include:

- an Early Literacy Intervention program that operates in every school to ensure all students have an equal opportunity of learning to read by the end of Grade 3. This year's results revealed 87 per cent of our Grade 3 students scored in the "Fully Meets and Exceeds" category on the B.C. performance standards. As well, Aboriginal and non-Aboriginal student performance differed by only 1 per cent in the "Not Within Expectations" category.
- an Aboriginal Education Improvement Agreement, which sets academic performance targets for the district's Aboriginal population. School District 72 is the second district in B.C. to have an agreement – which concluded in June 2004 – and will be the first district in the province to have a renegotiated agreement, set to be signed in the near future. Aboriginal department highlights include a full-day kindergarten for aboriginal students, Kwa'kwala / Liq'wala and Coast Salish language programs, ESD and counselling programs at all school levels, and an Aboriginal Leadership class for secondary students.
- an inclusive Student Services program, which integrates all students into classrooms district-wide.
- the district's CORE Professional Development committee, which routinely brings teachers, administrators and district staff together to provide opportunities for the development of best instructional practices.
- the adoption of Effective Behavioural Support (EBS) to develop and teach clear expectations of student behaviour in the classroom and the community.

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These programs, provided by dedicated staff, help School District 72 set high standards in student literacy, numeracy and social responsibility.

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District and School Connections

Now in its seventh year of the School Growth Planning process, School District 72 has worked in consultation with administrators, teachers, and parents to develop a model which supports school efforts to plan for student success.

Each school in co-operation with its School Planning Council and Parent Advisory Council reviews school-level data to develop a School Growth Plan that establishes goals and sets appropriate targets for growth in student achievement. The District Education Leadership Team (DELT) analyzes School Growth Plan goals and targets, which provide the foundation for the District Accountability Contract.



School District 72 provides training and support for members of the School Planning Councils (SPC) to build a broader understanding of student achievement. The core goals of Literacy, Numeracy and Social Responsibility are often at the center of School Growth Plans. However, there are unique and independent goals that also acknowledge and serve a diversity of student needs.

Special training sessions for School Planning Councils are held to provide each school's SPC information about the district budget and individual school resource allocation. Our transparent budget development process invites participation from all partner groups and contributes to an understanding of resource allocation decisions and service levels within School District 72.

Several structures exist to enhance the connections between school and community. Each school hosts the School Board's Education Committee at an annual meeting that provides an opportunity for schools to share highlights of their School Growth Plan and allows parents to pose clarifying questions to the Board. This experience ensures information is shared and open communication is invited.

The First Nations Advisory Council creates an opportunity for the First Nations Vice-Principal and representatives of each of the local bands to meet and to ensure elements of the Aboriginal Education Improvement Agreement are reflected in both the School Growth Plans and the District Accountability Contract.

District-initiated ‘pod meetings’ bring together principals from similar catchment areas to become aware of the goals at elementary, middle, and secondary and to build a greater sense of ‘team’ in working towards common literacy, numeracy, and social responsibility goals.

An active District Parent Advisory Council (DPAC) meets monthly and ensures that a trustee, a school principal, and the Assistant Superintendent can hear parent initiatives and concerns and gather information about current district goals and activities.

Our District Goals

The goals established by the District Education Leadership Team after reviewing this year’s School Growth Plans are:

Goal 1:

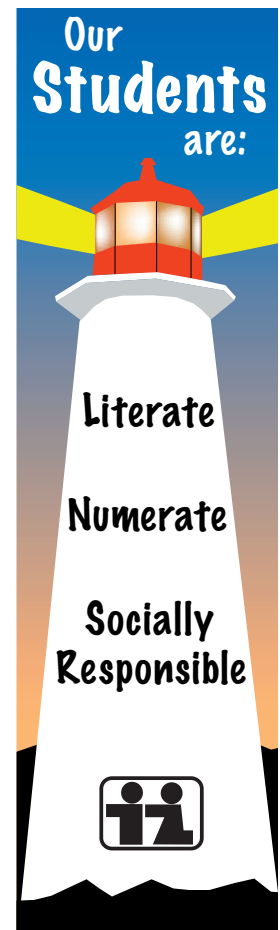
- Our students are **literate**.

Goal 2:

- Our students are **numerate**.

Goal 3:

- Our students are **socially responsible** citizens.



Objectives: Goal 1

1. To improve the reading and writing levels of students in K-3.
2. To improve the reading and writing levels of students in Grades 4-6.
3. To improve the reading and writing levels of students in Grades 7-12.

Rationale: Goal 1



- Analysis of district assessments and FSA indicate a need to continue to focus on reading and writing in order to improve student achievement in these areas.
- Analysis of district assessments, FSA, and exam results show a gap between the achievement of Aboriginal and non-Aboriginal students in reading and writing.
- Eleven of 16 schools enrolling children in Grades K-6 have reading as a goal.
- Nine of 16 schools enrolling children in Grades K-6 have writing as a goal.
- Middle schools have identified reading as a goal.
- Middle schools have identified writing as a goal.
- One secondary school is working on improving writing across the curriculum.
- One secondary school is working on improving successful participation in English 12.

Results and Targets: Goal 1

Objective: *To improve the reading skills of all Grade 1 students*

Performance Indicators: In 2001/02, 72 per cent of Grade 1 students were *meeting and fully meeting expectations* on the Benchmark Reading Levels assessment. Using this baseline, the goal established was to achieve 87 per cent by 2006/07.

Target 2003/04: 78 per cent.

Results: *Target Met*

• 79 per cent. (*Participation rate: 80 per cent*)

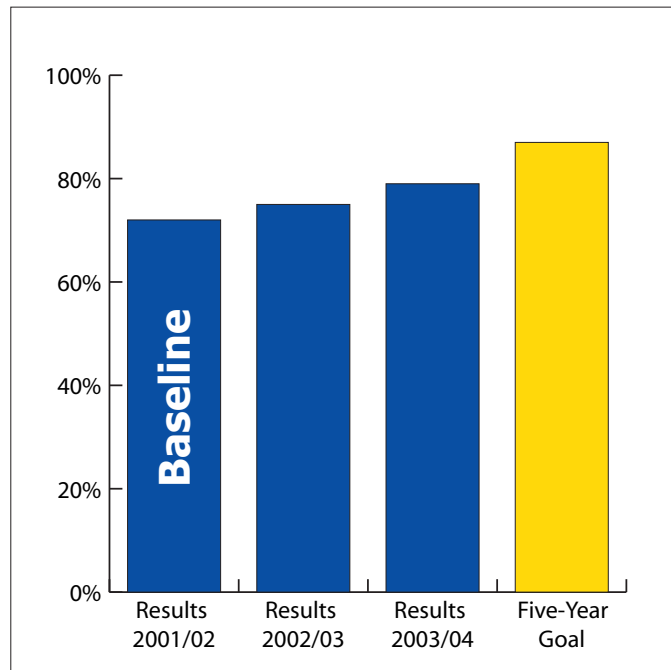
Target 2004/05

• Continued progress towards the goal of 87 per cent.

Grade 1 District Reading Assessment: 2003/04

Fully Meets	Meets	Not Yet Within
66%	13%	21%

Grade 1 District Reading Assessment:
"Meets and Fully Meets Expectations"



Accountability Contract 2004/05

Objective: *To improve the reading skills of all Grade 2 students*

Performance Indicators: In 2001/02, 78 per cent of Grade 2 students were *meeting and fully meeting expectations* on the Benchmark Reading Levels assessment. Using this baseline, the goal established was to achieve 88 per cent by 2006/07.

Target 2003/04: 82 per cent.

Results: *Target Met*

- 83 per cent of students. (*Participation rate: 82 per cent*)

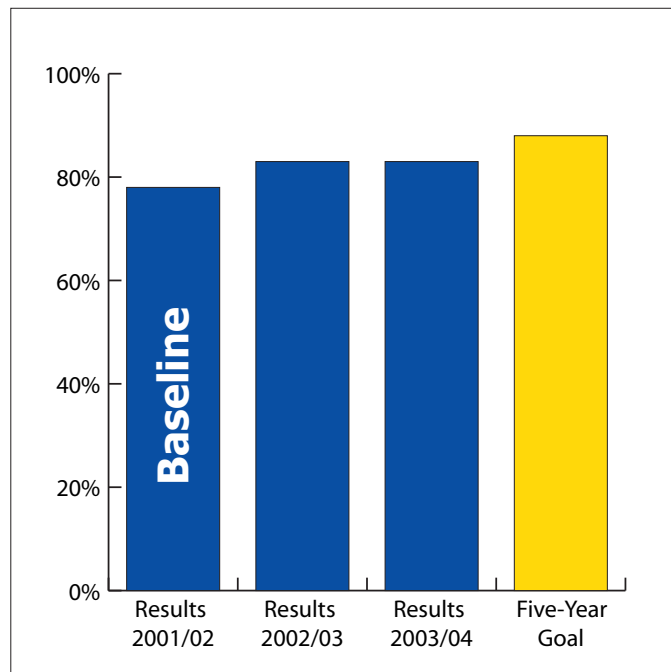
Target 2004/05

- Continued progress towards the goal of 88 per cent.

Grade 2 District Reading Assessment: 2003/04

Fully Meets	Meets	Not Yet Within
70%	13%	15%

Grade 2 District Reading Assessment:
"Meets and Fully Meets Expectations"



Objective: *To improve the reading skills of primary Aboriginal students*

Performance Indicators: Data was collected using the 2003/04 Grade 1 and 2 District Reading Assessments in order to establish future literacy performance targets for Aboriginal primary students.

Baseline Data:

Grade 1 students who “Meet and Fully Meet Expectations.”

- 61% Aboriginal (49 students were assessed)
- 79% Non-Aboriginal (275 students were assessed)

Grade 2 students who “Meet and Fully Meet Expectations.”

- 70% Aboriginal (66 students were assessed)
- 83% Non-Aboriginal (289 students were assessed)

This data will be used to monitor progress of Grade 1 and 2 Aboriginal students.



Accountability Contract 2004/05

Objective: *To improve the reading skills of all Grade 3 students*

Performance Indicators: In 2000/01, 67 per cent of Grade 3 students were *fully meeting and exceeding expectations* on the District Reading Assessment. Using this baseline, the goal established was to achieve 92 per cent by 2005/06.

Target 2003/04: 82 per cent.

Results: *Target Met*

- 87 per cent. (*Participation rate: 92 per cent*)

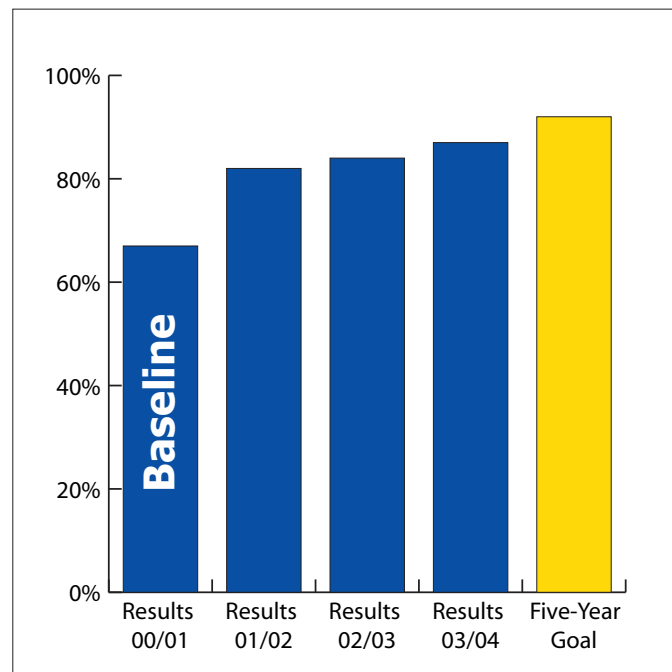
Target 2004/05:

- Continued progress towards the goal of 92 per cent.

Grade 3 District Reading Assessment: 2003/04

Exceeds	Fully Meets	Meets	Not Yet Within
32%	55%	13%	1%

Grade 3 District Reading Assessment:
"Fully Meets and Exceeds Expectations"



Accountability Contract 2004/05

Objective: To improve the reading skills of Grade 3 Aboriginal students

Performance Indicators: Aboriginal and non-Aboriginal performance in the “Not Yet Within Expectations” category differed by 9 per cent in the 1998/99 Grade 3 Reading Assessment.

Target 2003/04: 8.1 per cent gap.

Results: Target Met

The gap is 1 per cent. (60 Aboriginal students were assessed)

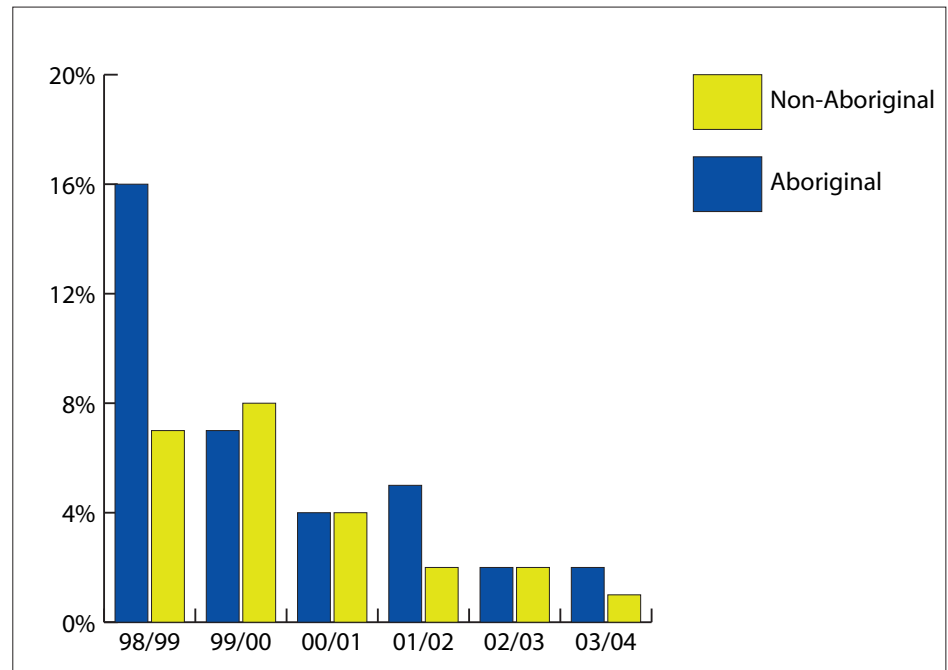
Target 2004/05: Increase the percentage of Aboriginal students in the “Fully Meets and Exceeds” category by 10 per cent in five years.

*Aboriginal targets for 2004/05 reflect the direction of the new Aboriginal Education Improvement Agreement, which will soon be signed.

Grade 3 District Reading Assessment:

“Not Yet Within Expectations”

	98/99	99/00	00/01	01/02	02/03	03/04
Aboriginal	16%	7%	4%	5%	2%	2%
Non-Aboriginal	7%	8%	4%	2%	2%	1%



Accountability Contract 2004/05

Objective: *To improve the reading skills of all Grade 4 students*

Performance Indicators: In 2000/01, 74 per cent of Grade 4 students were *meeting and exceeding expectations* on the Grade 4 Reading FSA. Using this baseline, the goal established was to achieve 85 per cent by 2005/06.

Target 2003/04: 80.6 per cent.

Results: *Target Not Met**

- 76 per cent. (*Participation rate: 92 per cent*)

Target 2004/05:

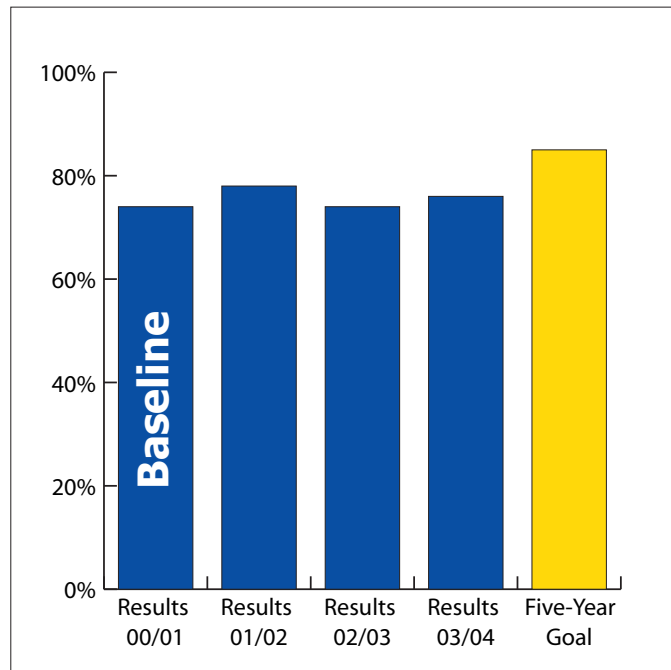
- Continued progress towards the goal of 85 per cent.

Grade 4 FSA Reading Assessment: 2003/04

Exceeds	Meets	Not Yet Within
4%	72%	24%

Grade 4 FSA Reading Assessment:

“Meets and Exceeds Expectations”



**This result requires attention. The introduction of a new district assessment and continued efforts in literacy intervention will support school initiatives.*

Accountability Contract 2004/05

Objective: To improve the reading skills of Grade 4 Aboriginal students

Performance Indicators: Aboriginal and non-Aboriginal performance in the “Meet and Exceeds Expectations” category differed by 23 per cent in the 1998/99 Grade 4 Reading FSA.

Target 2003/04: 20.7 per cent gap

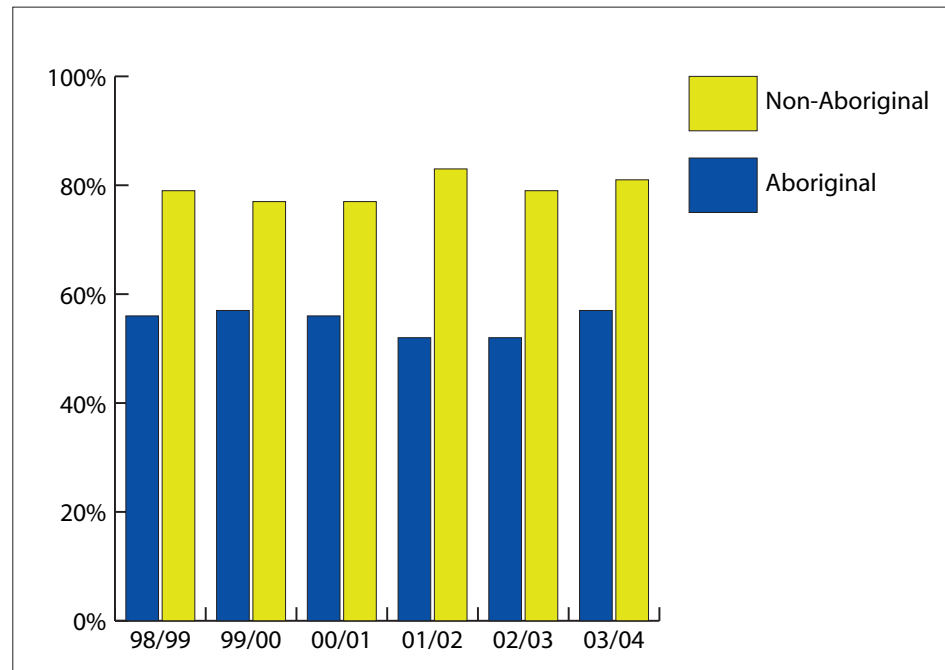
Results: Target Not Met*

The gap is 24 per cent. (Participation rate: 87 per cent)

Target 2004/05: Increase the percentage of Aboriginal students in the “Meets and Exceeds” category by 10 per cent in five years.

Grade 4 FSA Reading Results: “Meets and Exceeds Expectations”

	98/99	99/00	00/01	01/02	02/03	03/04
Aboriginal	56%	57%	56%	52%	52%	57%
Non-Aboriginal	79%	77%	77%	83%	79%	81%



*This result requires attention. The introduction of a new district assessment and continued efforts in literacy intervention will support school initiatives.

Accountability Contract 2004/05

Objective: *To improve the writing skills of all Grade 4 students*

Performance Indicators: In 2000/01, 83 per cent of Grade 4 students were *meeting and exceeding expectations* on the Grade 4 Writing FSA. Using this baseline, the goal established was to achieve 93 per cent by 2005/06.

Target 2003/04: 89 per cent.

Results: *Target Met* – within FSA’s margin of error of 2.4 per cent*
• 88 per cent. (Participation rate: 92 per cent)

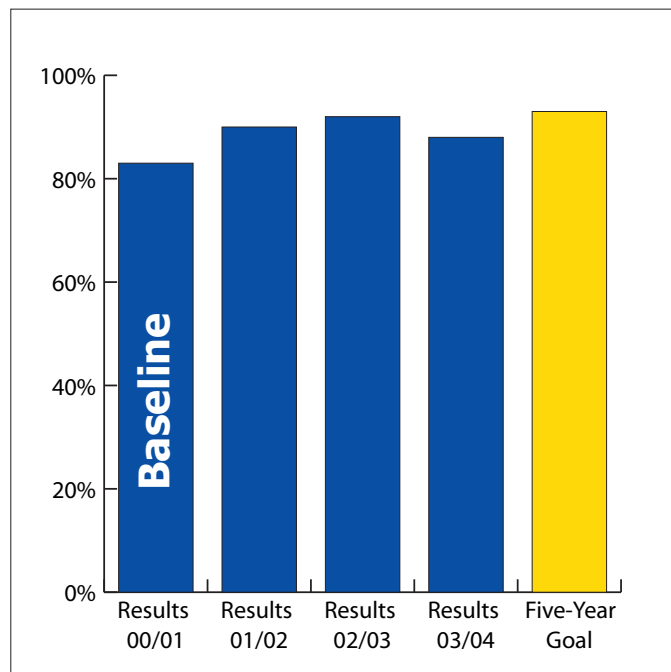
Target 2004/05:

• Continued progress towards the goal of 93 per cent.

Grade 4 FSA Writing Assessment: 2003/04

Exceeds	Meets	Not Yet Within
1%	87%	12%

Grade 4 FSA Writing Assessment:
“Meets and Exceeds Expectations”



**Although the result was 1 per cent below the target, this falls within the margin of error identified by the FSA.*

Accountability Contract 2004/05

Objective: *To improve the writing skills of Grade 4 Aboriginal students*

Performance Indicators: Aboriginal and non-Aboriginal performance in the “Meets and Exceeds Expectations” category differed by 11 per cent in the 1998/99 Grade 4 Writing FSA.

Target 2003/04: 9.9 per cent gap.

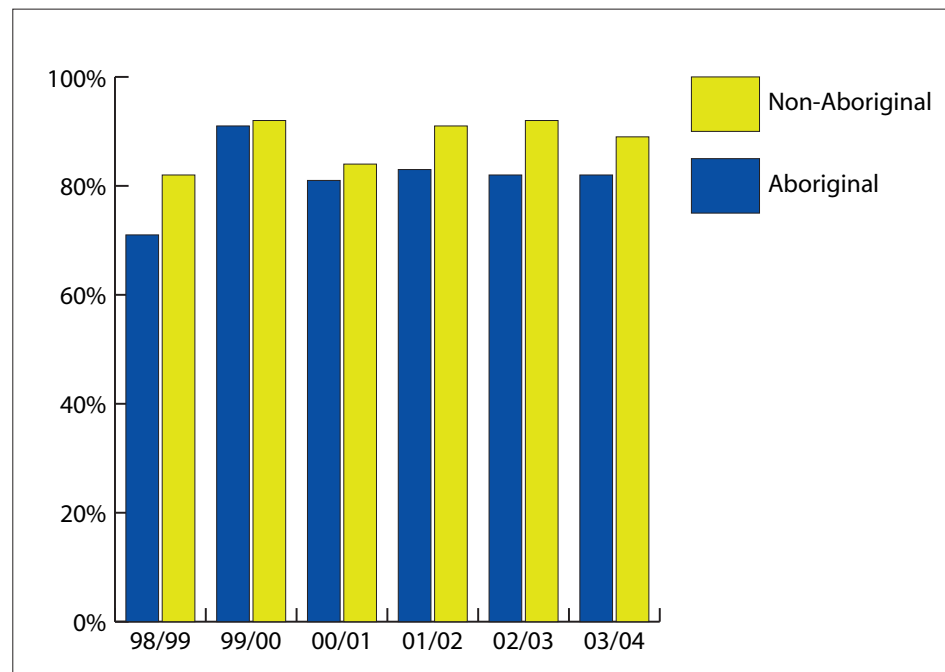
Results: *Target Met*

The gap is 7 per cent. (*Participation rate: 87 per cent*)

Target 2004/05: Increase the percentage of Aboriginal students in the “Meets and Exceeds” category by 10 per cent in five years.

Grade 4 FSA Writing Results: “Meets and Exceeds Expectations”

	98/99	99/00	00/01	01/02	02/03	03/04
Aboriginal	71%	91%	81%	83%	82%	82%
Non-Aboriginal	82%	92%	84%	91%	92%	89%



Accountability Contract 2004/05

Objective: *To improve the reading skills of all Grade 6 students*

Performance Indicators: In 2000/01, 76 per cent of Grade 6 students were *fully meeting and exceeding expectations* on the Grade 6 District Reading Assessment. Using this baseline, the goal established was to achieve 86 per cent by 2005/06.

Target 2003/04: 82 per cent.

Results: *Target Met*

- 84 per cent. (*Participation rate: 96 per cent*)

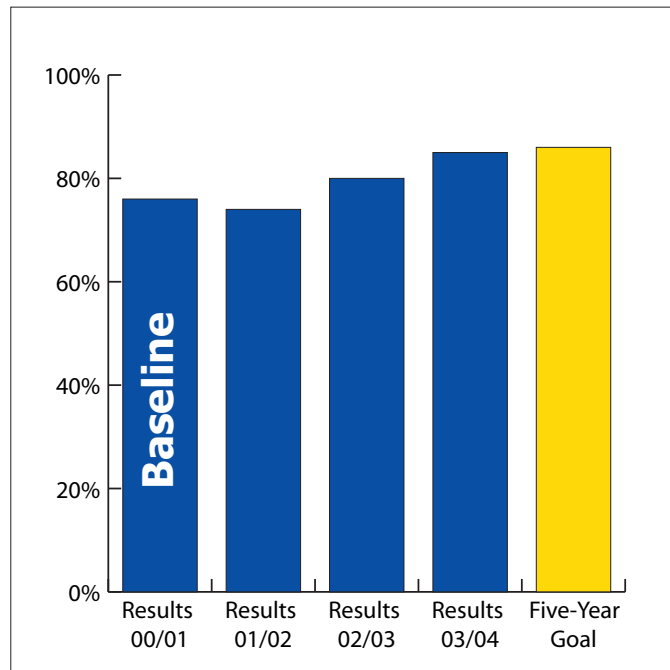
Target 2004/05:

- Continued progress towards the goal of 86 per cent.

Grade 6 District Reading Assessment: 2003/04

Exceeds	Fully Meets	Meets	Not Yet Within
32%	52%	15%	0%

Grade 6 District Reading Assessment:
"Fully Meets and Exceeds Expectations"



Accountability Contract 2004/05

Objective: *To improve the reading skills of Grade 6 Aboriginal students*

Performance Indicators: Aboriginal and non-Aboriginal performance in the “Fully Meets and Exceeds Expectations” category differed by 39 per cent in the 1998/99 Grade 6 Reading Assessment.

Target 2003/04: 35.1 per cent gap.

Results: *Target Met*

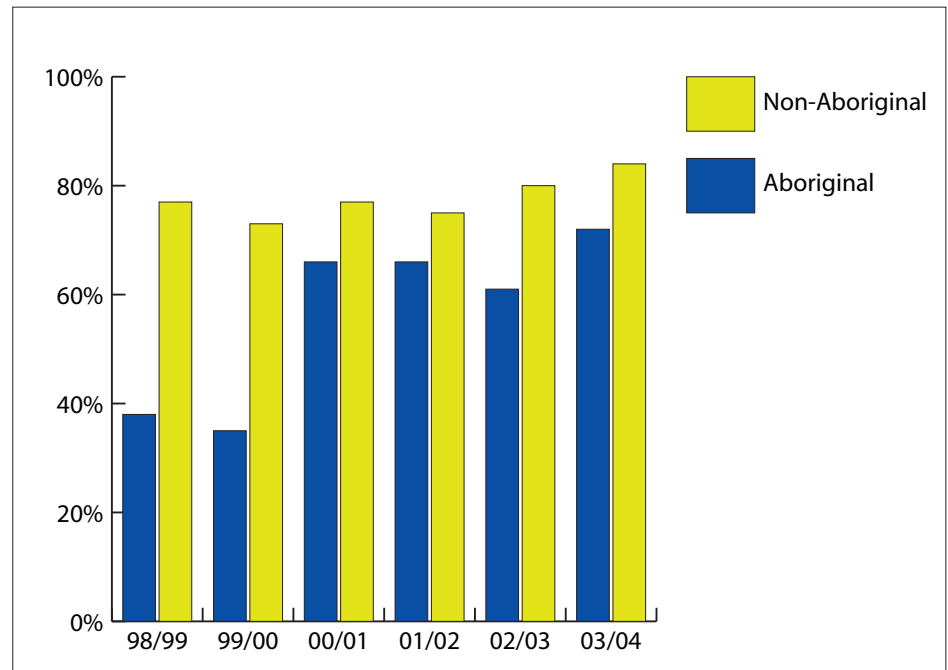
The gap is 12 per cent. *(57 Aboriginal students were assessed)*

Target 2004/05: Increase the percentage of Aboriginal students in the “Fully Meets and Exceeds” category by 10 per cent in five years.

Grade 6 District Reading Assessment:

“Fully Meets and Exceeds Expectations”

	98/99	99/00	00/01	01/02	02/03	03/04
Aboriginal	38%	35%	66%	66%	61%	72%
Non-Aboriginal	77%	73%	77%	75%	80%	84%



Accountability Contract 2004/05

Objective: *To improve the reading skills of all Grade 7 students*

Performance Indicators: In 2000/01, 75 per cent of Grade 7 students were *meeting and exceeding expectations* on the Grade 7 Reading FSA. Using this baseline, the goal established was to achieve 85 per cent by 2005/06.

Target 2003/04: 81 per cent.

Results: *Target Not Met**

• 73 per cent. (*Participation rate: 89 per cent*)

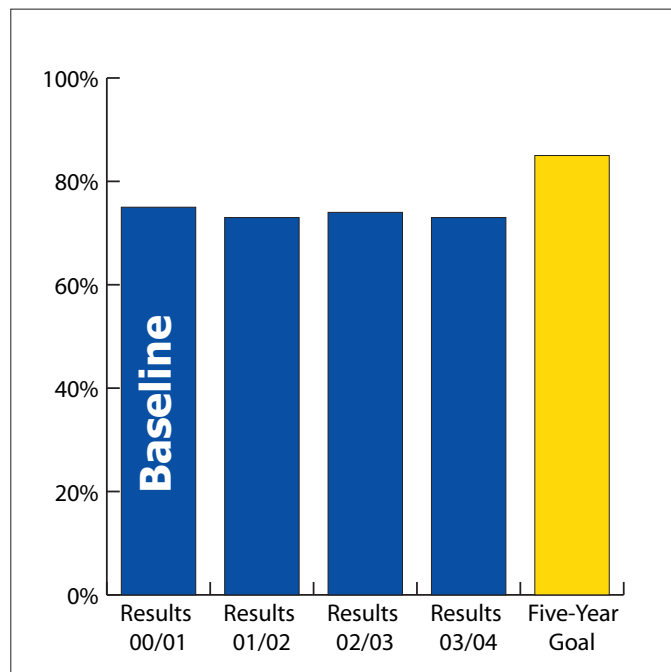
Target 2004/05:

• Continued progress towards the goal of 85 per cent.

Grade 7 FSA Reading Assessment: 2003/04

Exceeds	Meets	Not Yet Within
6%	67%	27%

Grade 7 FSA Reading Assessment:
"Meets and Exceeds Expectations"



**This result requires attention. A new reading assessment has been implemented for middle school students. This will focus attention on reading strategies.*

Accountability Contract 2004/05

Objective: To improve the reading skills of Grade 7 Aboriginal students

Performance Indicators: Aboriginal and non-Aboriginal performance in the “Meets and Exceeds Expectations” category differed by 3 per cent in the 1998/99 Grade 7 Reading FSA.

Target 2003/04: 2.7 per cent gap.

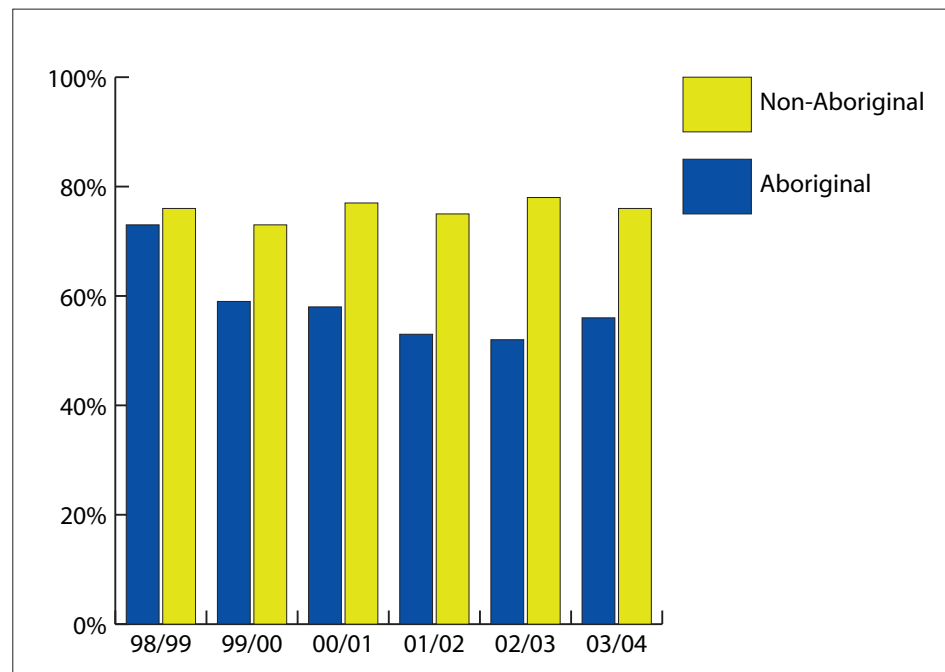
Results: Target Not Met*

The gap is 20 per cent. (Participation rate: 80 per cent)

Target 2004/05: Increase the percentage of Aboriginal students in the “Meets and Exceeds” category by 10 per cent in five years.

Grade 7 FSA Reading Results: “Meets and Exceeds Expectations”

	98/99	99/00	00/01	01/02	02/03	03/04
Aboriginal	73%	59%	58%	53%	52%	56%
Non-Aboriginal	76%	73%	77%	75%	78%	76%



*This result requires attention. A new reading assessment has been implemented for middle school students. This will focus attention on reading strategies.

Accountability Contract 2004/05

Objective: *To improve the writing skills of all Grade 7 students*

Performance Indicators: In 2000/01, 69 per cent of Grade 7 students were *meeting and exceeding expectations* on the Grade 7 Writing FSA. Using this baseline, the goal established was to achieve 85 per cent by 2005/06.

Target 2003/04: 78.6 per cent.

Results: *Target Met*

• 85 per cent. (*Participation rate: 89 per cent*)

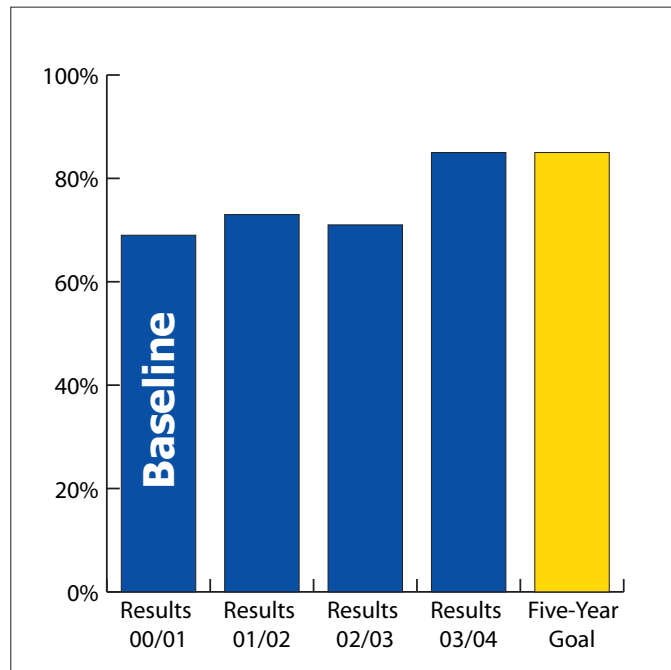
Target 2004/05:

• Maintain or exceed the goal of 85 per cent.

Grade 7 FSA Writing Assessment: 2003/04

Exceeds	Meets	Not Yet Within
1%	84%	15%

Grade 7 FSA Writing Assessment:
"Meets and Exceeds Expectations"



Accountability Contract 2004/05

Objective: To improve the writing skills of Grade 7 Aboriginal students

Performance Indicators: Aboriginal and non-Aboriginal performance in the “Meets and Exceeds Expectations” category differed by 20 per cent in the 1999/00 Grade 7 Writing FSA.

Target 2003/04: 18.4 per cent gap.

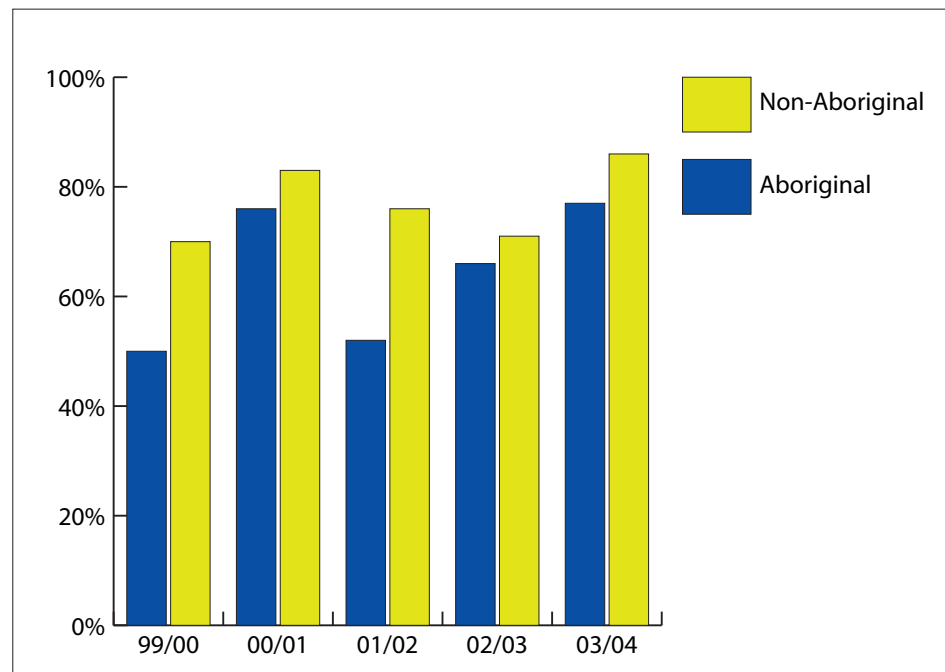
Results: Target Met

The gap is 9 per cent. (Participation rate: 78 per cent)

Target 2004/05: Increase the percentage of Aboriginal students in the “Meets and Exceeds” category by 10 per cent in five years.

Grade 7 FSA Writing Results: “Meets and Exceeds Expectations”

	99/00	00/01	01/02	02/03	03/04
Aboriginal	50%	76%	52%	66%	77%
Non-Aboriginal	70%	83%	76%	71%	86%



Accountability Contract 2004/05

Objective: *To improve the reading skills of all Grade 9 students*

Performance Indicators: In 2000/01, 78 per cent of Grade 9 students were *fully meeting and exceeding expectations* on the Grade 9 District Reading Assessment. Using this baseline, the goal established was to achieve 85 per cent by 2005/06.

Target 2003/04: 82.2 per cent.

Results: *Target Not Met**

• 65 per cent. (*Participation rate: 86 per cent*)

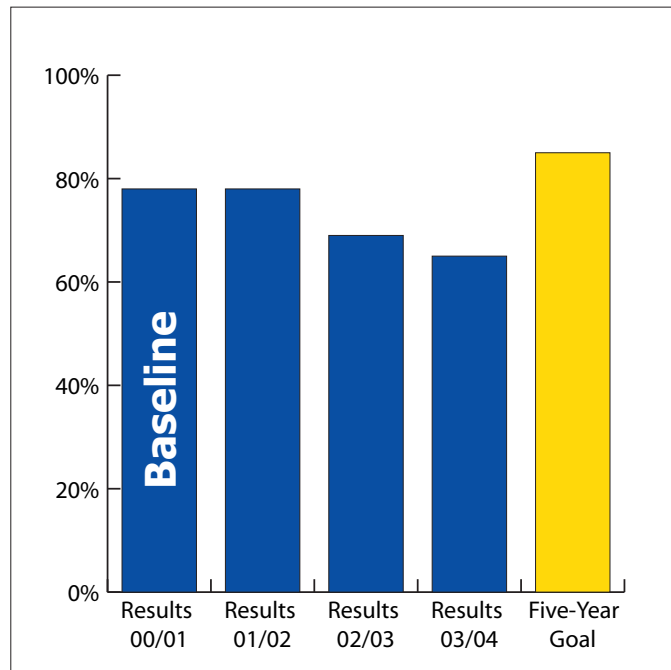
Target 2004/05:

• Continued progress towards the goal of 85 per cent.

Grade 9 District Reading Assessment: 2003/04

Exceeds	Fully Meets	Meets	Not Yet Within
21%	44%	31%	2%

Grade 9 District Reading Assessment:
 "Fully Meets and Exceeds Expectations"



**This result requires attention. A new reading assessment has been implemented for middle school students. This will focus attention on reading strategies.*

Accountability Contract 2004/05

Objective: *To improve the reading skills of Grade 9 Aboriginal students*

Performance Indicators: Aboriginal and non-Aboriginal performance in the “Fully Meets and Exceeds Expectations” category differed by 25 per cent in the 1998/99 Grade 9 Reading Assessment.

Target 2003/04: 22.5 per cent gap.

Results: *Target Met*

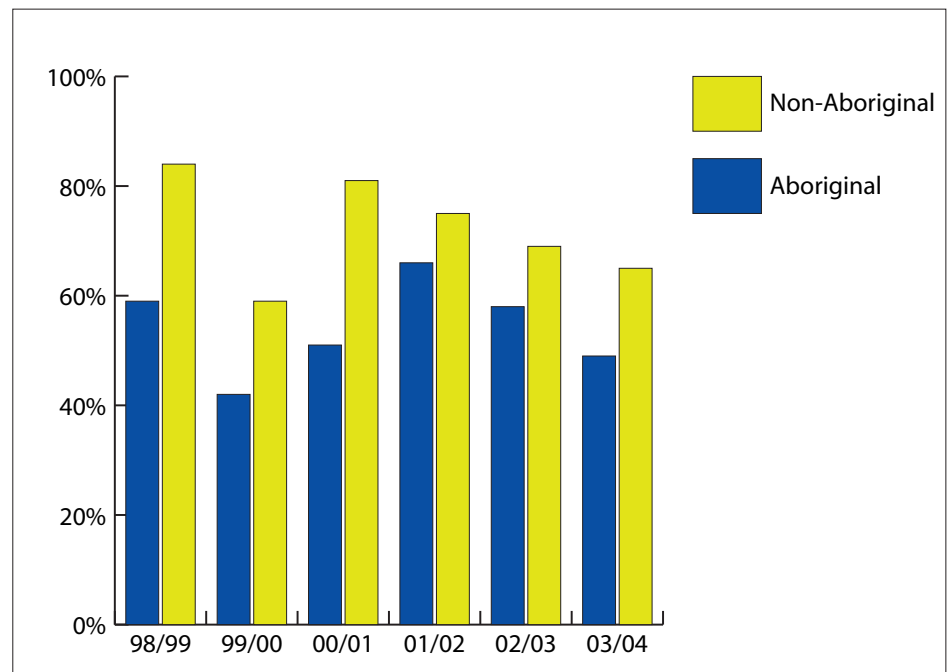
The gap is 16 per cent. *(57 Aboriginal students were assessed)*

Target 2004/05: Increase the percentage of Aboriginal students in the “Fully Meets and Exceeds” category by 10 per cent in five years.

Grade 9 District Reading Assessment:

“Fully Meets and Exceeds Expectations”

	98/99	99/00	00/01	01/02	02/03	03/04
Aboriginal	59%	42%	51%	66%	58%	49%
Non-Aboriginal	84%	59%	81%	75%	69%	65%



Accountability Contract 2004/05

Objective: *To improve the participation of students in English 12*

Performance Indicators: The participation rate in English 12 was 63 per cent in 2001/02. The goal was to achieve 80 per cent participation rate by 2006/07, while maintaining a success rate of 90 per cent.

Target 2003/04: 69.8 per cent.

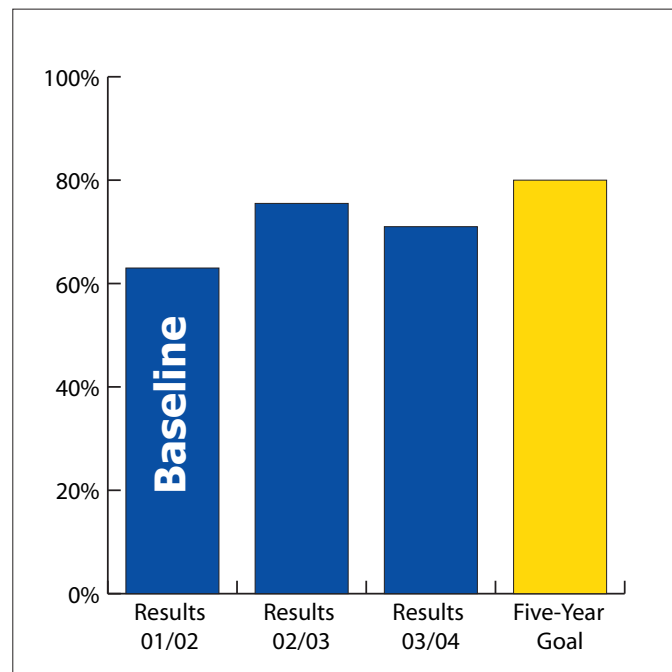
Results: *Target Met*

- 71 per cent.

Target 2004/05:

- Continued progress towards the goal of 80 per cent.

Grade 12 English Participation Rates:



Accountability Contract 2004/05

Objective: *To improve the participation of Aboriginal students in English 12*

Performance Indicators: In 1998/99, Aboriginal and non-Aboriginal students' participation rates differed by 43 per cent in English 12. The goal was established to reduce the gap by 2 per cent annually.

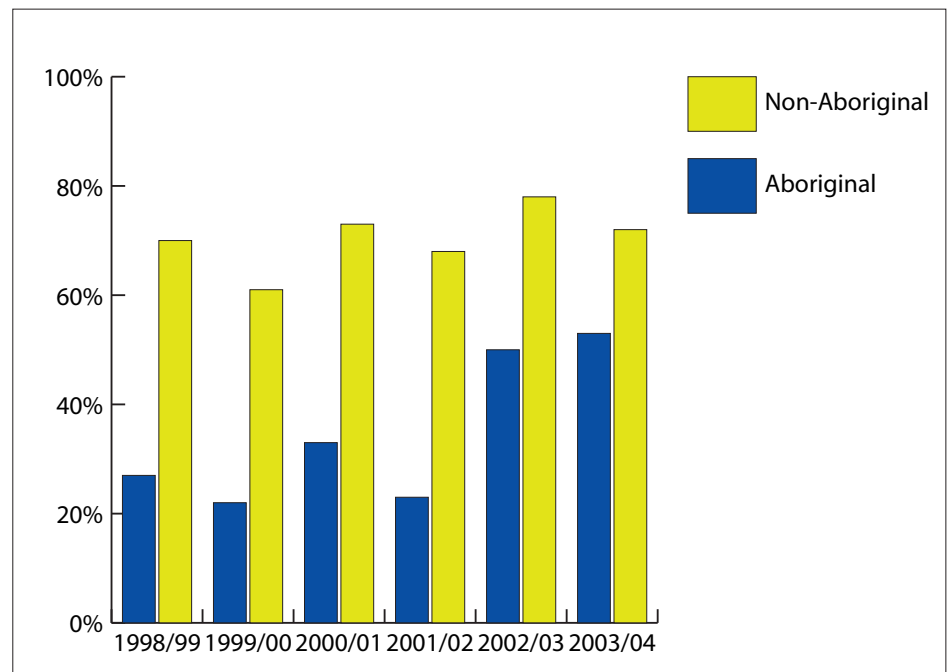
Target 2003/04: 38.7 per cent gap.

Results: *Target Met*
The gap is 19 per cent.

Target 2004/05: Increase Aboriginal students' English 12 participation rate by 10 per cent in five years.

Grade 12 English Participation Rates:

	98/99	99/00	00/01	01/02	02/03	03/04
Aboriginal	27%	22%	33%	23%	50%	53%
Non-Aboriginal	70%	61%	73%	68%	78%	72%



Cohort Data: Grade 3 and Grade 6 Comparison

This cohort data reflects the growth in student achievement between Grade 3 and Grade 6 as measured on the District Reading Assessment.

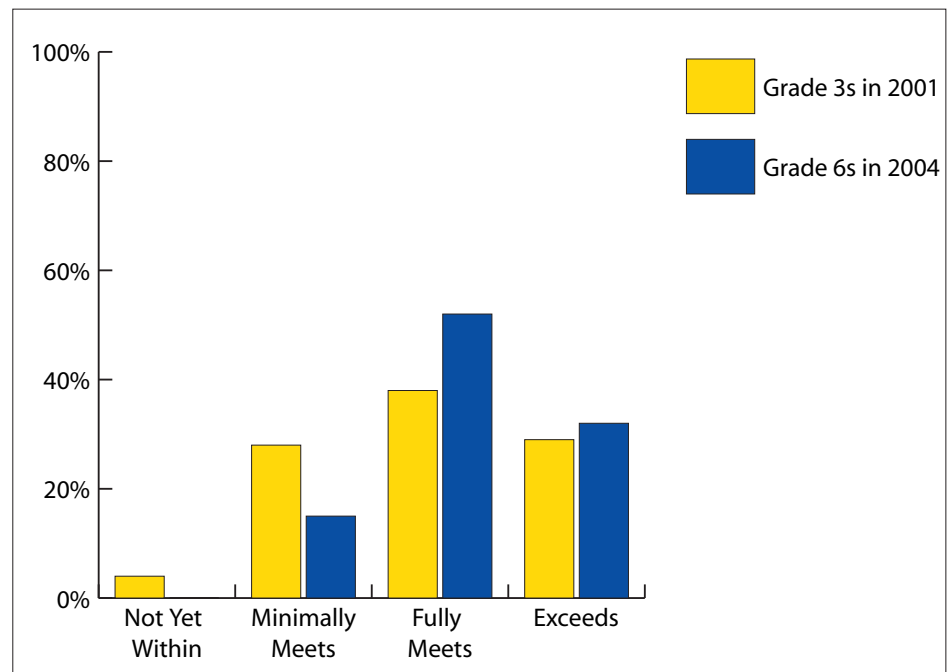
Cohort data will be collected over time to extend this analysis of student achievement.

District Reading Assessment: Grade 3 students in 2001

Exceeds	Fully Meets	Meets	Not Yet Within
29%	38%	28%	4%

District Reading Assessment: Grade 6 students in 2004

Exceeds	Fully Meets	Meets	Not Yet Within
32%	52%	15%	0%



Strategies: Goal 1

Objective 1: Improve the reading and writing levels of students in K-3

- Administer district assessments in January and June to monitor growth.
- Identify schools with high numbers of at-risk students in January and provide additional teacher support to those schools.
- Review numbers of First Nations Students at risk and provide additional support
- Offer a reading intervention program in all schools.
- Target district and school-based learning resources to maintain and expand leveled book rooms and classroom libraries in all schools.
- Develop leveled First Nations resources.
- Promote best instructional practices that focus on comprehension strategies.
- Provide inservice at the district and school level to support the skill development of all teachers as “teachers of reading.”
- Assist schools with the administration of school-wide writes to gather data and inform instruction.
- Provide support to schools on improving writing instruction.

Objective 2: Improve the reading and writing levels of students in Grades 4-6

- Implement a district reading assessment at Grades 3-6 linked to the Reading Performance Standards that will provide teachers and schools with useful data for instruction and data collection. (DART)
- Target district and school-based learning resources to establish and expand intermediate classroom libraries and intervention materials.
- Identify and promote powerful reading strategies.
- Provide inservice for intermediate teachers on teaching comprehension strategies.
- Identify at-risk First Nations learners and provide extra support.
- Support schools with implementing school-wide writes to gather data and inform instruction.
- Provide inservice to schools on improving the teaching of writing.

Objective 3: Improve the reading and writing levels of students in Grades 7-12

- Implement a district reading assessment at Grades 7-9 linked to the Reading Performance Standards that will provide teachers and schools with useful data for instruction and data collection. (DART)
- Target district and school-based learning resources to expand middle school classroom libraries and intervention materials.
- Support programs—such as ESL, LA , and ESD—for struggling readers
- Provide inservice and best practices sessions for middle and secondary teachers on teaching comprehension strategies.
- Identify at-risk First Nations learners and provide extra support.
- Identify, promote and model powerful reading strategies.
- Support schools with implementing school-wide writes to gather data.
- Provide inservice to schools on improving the teaching of writing.

Structures: Goal 1



- The District Education Leadership Team sets goals and priorities for supporting school growth plans.
- The district provides coordinated support through a 0.8 literacy support teacher.
- The district teacher-librarian coordinates literacy efforts with teacher librarians.
- An established summer school program that enables students to strengthen literacy skills.
- A District Reading Assessment is administered at Grades 3, 6, and 9 in May.
- The district Education Centre supports literacy with leveled sets of materials for intervention and literature circles and professional books and videos.
- The First Nations Department develops materials that provide First Nations content for teachers.
- Core Pro-D and Educational Services coordinate efforts to provide opportunities through the “District Professional Development Day” and grants to support best practices in literacy.
- Principals and vice-principals participate in professional growth that enables them to access current information and strategies about best literacy practices and data collection.

Objectives: Goal 2

1. To improve the numeracy skills of K-6 students.
2. To improve the numeracy skills of Grades 7-12 students.

Rationale: Goal 2

- Analysis of FSA and Government exam results indicate a need to improve the numeracy level of our students over the established five-year time frame.
- It is increasingly important for students to be numerate in order to achieve their goals.
- There is a significant difference in Aboriginal and non-Aboriginal performance on math assessments.
- Seven schools with K-6 students have set a numeracy goal.
- The Aboriginal Education Improvement Agreement includes numeracy goals for Aboriginal students.
- One middle and one secondary school have identified numeracy as a goal.
- Participation rates in Principles of Math 11 are below the provincial average.

Results and Targets: Goal 2

Objective: *To improve the numeracy skills of all Grade 4 students*

Performance Indicators: In 2000/01, 85 per cent of Grade 4 students were *meeting and exceeding expectations* on the Grade 4 Numeracy FSA. Using this baseline, the goal established was to achieve 88 per cent by 2005/06.

Target 2003/04: 86.8 per cent.

Results: *Target Met* – within FSA’s margin of error of 2.0 per cent*
 • 86 per cent. (Participation rate: 91 per cent)

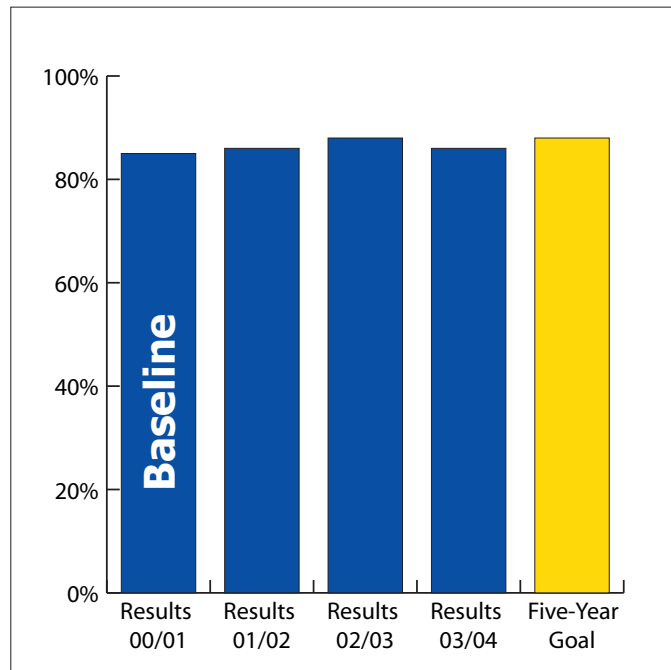
Target 2003/04:

- Continued progress towards the goal of 88 per cent.

Grade 4 FSA Numeracy Results: 2003/04

Exceeds	Meets	Not Yet Within
14%	72%	14%

Grade 4 FSA Numeracy Results: “Meets and Exceeds Expectations”



**Although results were 0.8 per cent below the target, this falls within the margin of error identified by the FSA.*

Accountability Contract 2004/05

Objective: To improve the numeracy skills of Grade 4 Aboriginal students

Performance Indicators: Aboriginal and non-Aboriginal performance in the “Meets and Exceeds Expectations” category differed by 16 per cent in the 1998/99 Grade 4 Numeracy FSA.

Target 2003/04: 14.4 per cent gap.

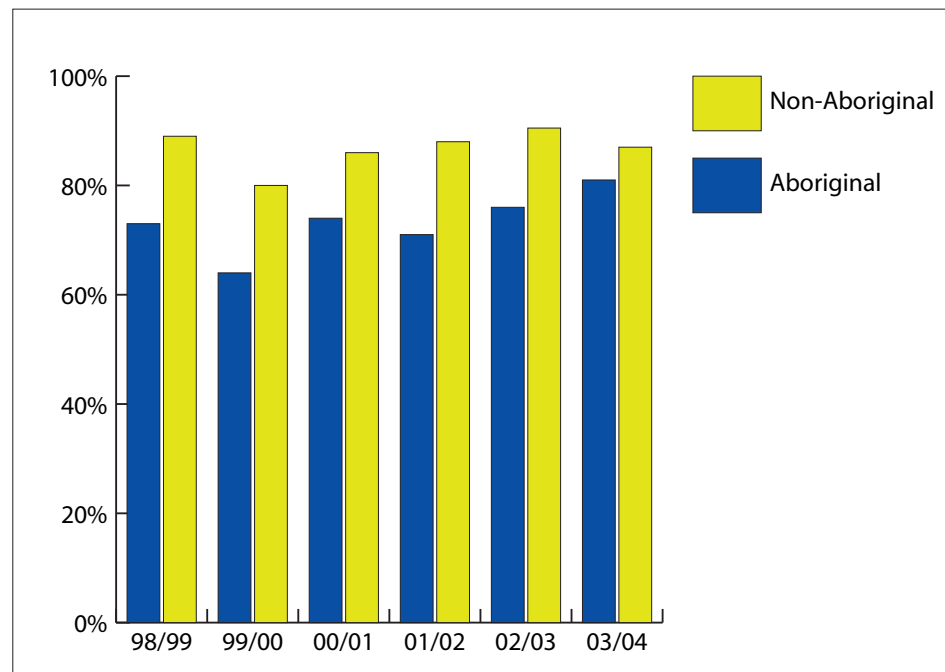
Results: Target Met

The gap is 6 per cent. (Participation rate: 85 per cent)

Target 2004/05: Increase the percentage of Aboriginal students in the “Meets and Exceeds” category by 10 per cent in five years.

Grade 4 FSA Numeracy Results: “Meets and Exceeds Expectations”

	98/99	99/00	00/01	01/02	02/03	03/04
Aboriginal	73%	64%	74%	71%	76%	81%
Non-Aboriginal	89%	80%	86%	88%	90.5%	87%



Accountability Contract 2004/05

Objective: *To improve the numeracy skills of all Grade 7 students*

Performance Indicators: In 2000/01, 78 per cent of Grade 7 students were meeting and exceeding expectations on the Grade 7 Numeracy FSA. Using this baseline, the goal established was to achieve 85 per cent by 2005/06.

Target 2003/04: 82.2 per cent.

Results: *Target Not Met**

- 79 per cent. (*Participation rate: 89 per cent*)

Participation Rate:

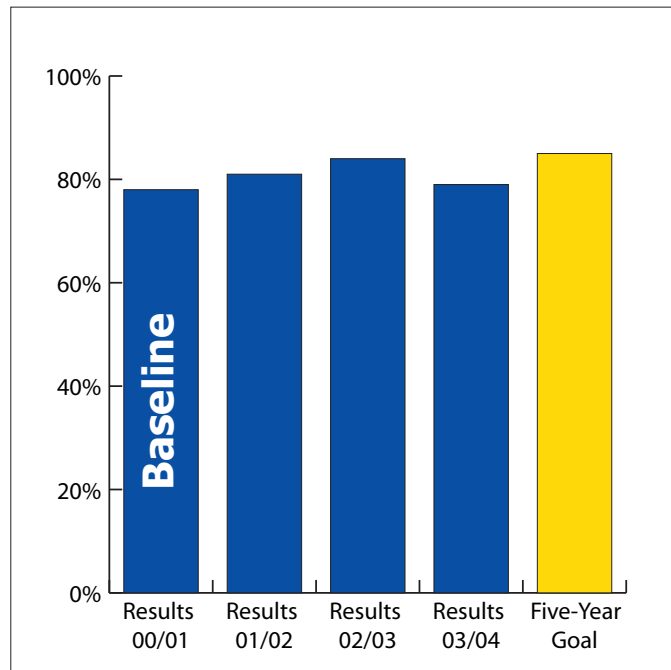
- Continued progress towards the goal of 85 per cent.

Grade 7 FSA Numeracy Results: 2003/04

Exceeds	Meets	Not Yet Within
4%	75%	21%

Grade 7 FSA Numeracy Results:

"Meets and Exceeds Expectations"



**This result requires attention. Strategies have been identified in the Accountability Contract to address this issue.*

Accountability Contract 2004/05

Objective: To improve the numeracy skills of Grade 7 Aboriginal students

Performance Indicators: Aboriginal and non-Aboriginal performance in the “Meets and Exceeds Expectations” category differed by 16 per cent in the 1998/99 Grade 7 Numeracy FSA.

Target 2003/04: 14.4 per cent gap.

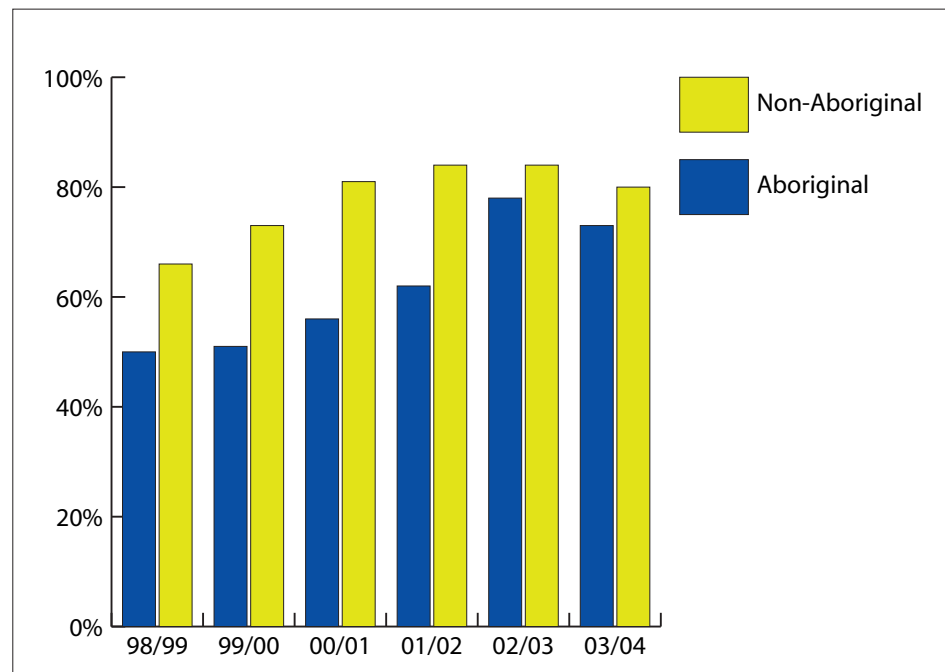
Results: Target Met

The gap is 7 per cent. (Participation rate: 75 per cent)

Target 2004/05: Increase the percentage of Aboriginal students in the “Meets and Exceeds” category by 10 per cent in five years.

Grade 7 FSA Numeracy Results: “Meets and Exceeds Expectations”

	98/99	99/00	00/01	01/02	02/03	03/04
Aboriginal	50%	51%	56%	62%	78%	73%
Non-Aboriginal	66%	73%	81%	84%	84%	80%



Objective: *To improve the participation rate of students in Principles of Math 11*

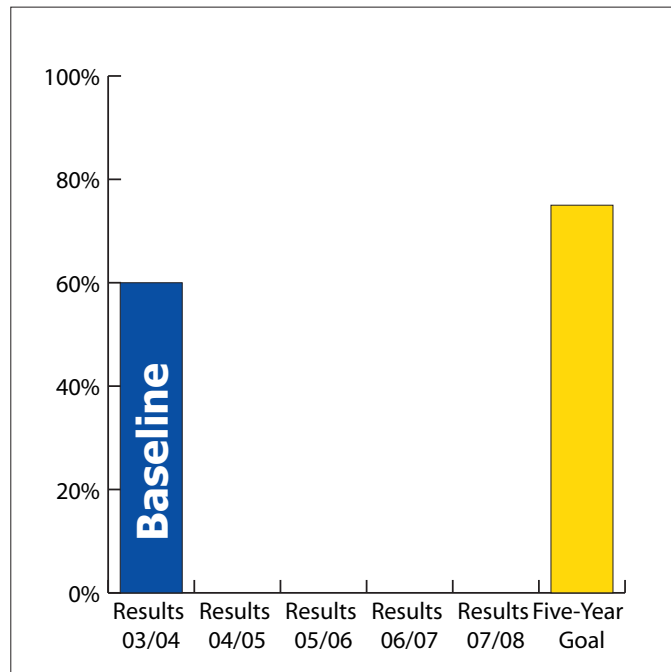
Performance Indicators: A baseline of 60 per cent participation of Principles of Math 11 was established using the 2003/04 results. The goal is to achieve 75 per cent in five years, while maintaining of a success rate of 80 per cent.

Target 2004/05:

- Continued progress towards the goal of 75 per cent.

This goal has been changed to focus on participation rates in Principles of Math 11 rather than Principles of Math 12.

Principles of Math 11: Participation Rates



Accountability Contract 2004/05

Objective: To improve the participation rate of Grade 11 Aboriginal students in Principles of Math 11

Performance Indicators: In 1998/99, Aboriginal and non-Aboriginal students' participation rates differed by 22 per cent in Principles of Math 11.

Target 2003/04: 19.8 per cent gap.

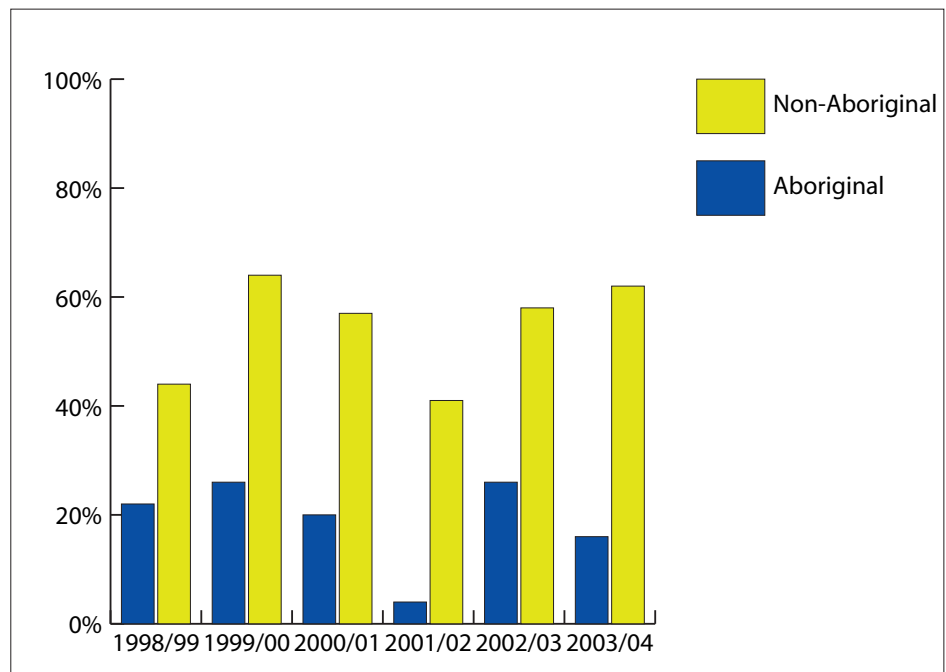
Results: Target Not Met*

The gap is 46 per cent.

Target 2004/05: Increase Aboriginal students' Principles of Math 11 participation rate by 10 per cent in five years.

Principles of Math 11: Participation Rates

	98/99	99/00	00/01	01/02	02/03	03/04
Aboriginal	22%	26%	20%	4%	26%	16%
Non-Aboriginal	44%	64%	57%	41%	58%	62%



* This result is a source of concern. The district will explore strategies to increase participation rates in Principles of Math 11.

Strategies: Goal 2

Objective 1: Improve the numeracy skills of K-6 students

- Implement the Early Numeracy Resource at Kindergarten and Grade 1.
- Produce additional math kits based on First Nations themes.
- Implement “Math Makes Sense” at Grades 3 and 4.
- Supply schools with problem sets to establish baseline data on problem solving.
- Work with teachers to improve the transition for students from Grade 6 to 7 math.
- Identify and provide extra support to Aboriginal students experiencing difficulty with math.

Objective 2: Improve the numeracy skills of Grades 7-12 students

- Provide planning time to grade level teachers to work on common goals and assessment strategies.
- Work with teachers to prepare for the new Grade 10 exams.
- Provide inservice to math teachers to help them link literacy (reading the textbook) to numeracy.
- Provide inservice in the use of manipulatives at the middle school level.
- Work with Grade 9 and 10 teachers on transition issues between the two levels.
- Explore alternate methods of delivery of Math 10 for Aboriginal students.

Structures: Goal 2

- The District Education Leadership Team sets goals and priorities for supporting schools based on school growth plans.
- Grant monies are available to schools working on numeracy projects.
- The Education Centre provides support through purchasing latest materials, professional books and videos.
- Facilitate groups of schools working with outside presenters.
- Elementary principals and vice-principals work in a study group on the John Van de Walle resource book, “Elementary and Middle School Mathematics.”

Objectives: Goal 3

1. To acquire the skills needed to become socially responsible citizens.
2. To increase the participation and success rates in district career programs at the Grade 12 level.

Rationale: Goal 3

- Twelve schools identified Social Responsibility as a targeted area in their School Growth Plans.
- Analysis of baseline data indicates a need to continue to develop strategies to improve social responsibility through student contributions to classrooms and school community.
- Research indicates that positive school culture creates a sense of belonging, which in turn promotes academic achievement.
- It is important for our students as Canadian citizens to become contributing members of their communities.
- It is important to provide students with opportunities to explore a variety of career paths.
- To have safe and caring schools, students must have the attitudes and skills to be socially responsible.



Results and Targets: Goal 3

Objective: *To acquire the skills needed to become socially responsible citizens*

Grade 5 Social Responsibility:

“Contributing to the Classroom and School Community”

Performance Indicators: In 2002/03, 77 per cent of Grade 5 students were fully meeting expectations in the area of “Contributing to the Classroom and School Community” of the Social Responsibility Performance Standards. The goal is to achieve 82 per cent in 2007/08.

Target 2003/04: 78 per cent “Fully Meets Expectations.”

Results: *Target Met*

- 80 per cent. (*Participation rate: 90 per cent*)

Fully Meets	Meets	Not Yet Within
80%	16%	3.5%

Target 2004/05: Continued progress towards the goal of 82 per cent.

Grade 5 Social Responsibility:

“Solving Problems in Peaceful Ways”

Performance Indicators: In 2002/03, 81 per cent of Grade 5 students were fully meeting expectations in the area of “Solving Problems in Peaceful Ways” of the Social Responsibility Performance Standards. The goal is to achieve 86 per cent in 2007/08.

Target 2003/04: 82 per cent “Fully Meets Expectations.”

Results: *Target Met*

- 84 per cent. (*Participation rate: 88 per cent*)

Fully Meets	Meets	Not Yet Within
84%	12%	4%

Target 2004/05: Continued progress towards the goal of 86 per cent.

Grade 8 Social Responsibility:

“Contributing to the Classroom and School Community”

Performance Indicators: In 2002/03, 59 per cent of Grade 8 students were fully meeting expectations in the area of “Contributing to the Classroom and School Community” of the Social Responsibility Performance Standards. The goal is to achieve 74 per cent in 2007/08.

Target 2003/04: 63 per cent “Fully Meets Expectations.”

Results: *Target Not Met**

• 57 per cent. (*Participation rate: 82 per cent*)

**Middle schools are working to establish behavioural expectations that are taught, monitored and reinforced.*

Fully Meets	Meets	Not Yet Within
57%	33%	9%

Target 2004/05: Continued progress towards the goal of 74 per cent.

Grade 8 Social Responsibility:

“Solving Problems in Peaceful Ways”

Performance Indicators: In 2002/03, 65 per cent of Grade 8 students were fully meeting expectations in the area of “Solving Problems in Peaceful Ways” of the Social Responsibility Performance Standards. The goal is to achieve 75 per cent in 2007/08.

Target 2003/04: 67 per cent “Fully Meets Expectations.”

Results: *Target Met*

• 67 per cent. (*Participation rate: 81 per cent*)

Fully Meets	Meets	Not Yet Within
67%	24%	8%

Target 2004/05: Continued progress towards the goal of 75 per cent.

Accountability Contract 2004/05

Objective: *To increase the participation and success rates in district career programs at the Grade 12 level*

Performance Indicators: The participation rate in Career Programs was 42 per cent in 2001/02. The goal was to increase participation to 50 per cent by 2006/07.

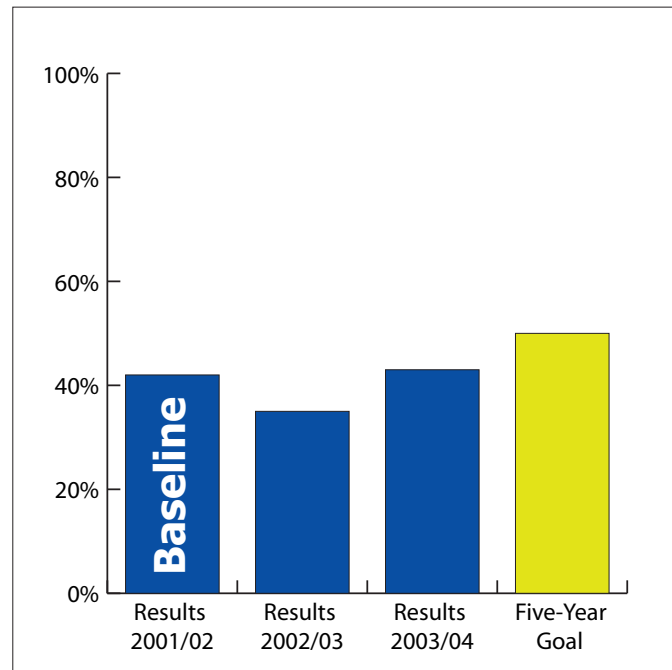
Target 2003/04: 45.2 per cent

Results: *Target Not Met**

• 43 per cent.

Target 2004/05: Continued progress towards the goal of 50 per cent.

Grade 12 Career Programs: "Participation Rates"



**This result requires attention. Strategies are being developed.*

Strategies: Goal 3

Objective 1: Acquire the skills needed to become socially responsible citizens.

- District-wide student self-assessment data will be gathered in November and May at Grades 5 and 8 using two sections of the Performance Standards: Contributing to the Classroom and School Community, Solving Problems in Peaceful Ways.
- Professional Development opportunities will continue to be offered to teachers to further develop skills using the Social Responsibility Performance Standards.
- Effective Behaviour Support (EBS) is provided to all schools.
- The district encourages and promotes school participation in community-based events and environmental issues that develop social consciousness. Examples include Cops for Cancer, Terry Fox Run and telephone book recycling.

Objective 2: Increase the participation and success rates in district career programs at the Grade 12 level.

- Provide career program support at the school and district level in order to facilitate participation and success in career program options: Co-op Education, Career Preparation, and Secondary School Apprenticeship.
- Expand community participation and connection to career programs through a variety of opportunities including Spotlights, Take Your Teen To Work, Career Camps, and Skill Development Programs and explore the increased participation in the Secondary School Apprenticeship (SSA) program.
- Increase Aboriginal student participation and success in career programs.
- Explore Trades In Training and Accelerated Credit Enrolment in Industry Training to promote participation in career development.

Structures: Goal 3

- The District Education Leadership Team sets goals and priorities for supporting schools based on School Growth Plans.
- The district co-ordinates data gathering based on the Social Responsibility Performance Standards and provides training opportunities for teachers and administrators.
- The district Education Centre stocks and distributes resources that support social responsibility initiatives.
- The district has four trained EBS coaches who provide ongoing support for EBS implementation.
- The district supports school-based initiatives to conserve energy and recycle resources through the Destination Conservation Program
- Career Programs staffing consists of a District Career Co-ordinator responsible for community liaison and for work placement of all students. Each secondary school has maintained a career facilitator position. Career programs are supported by the Director of Instruction.
- Core Pro-D and Educational Services coordinate efforts to provide opportunities through the “District Professional Development Day” and grants to support best practices in literacy.

Summary of Results

Reading and Writing

District Reading Assessment for Grade 1	Target Met
District Reading Assessment for Grade 2	Target Met
District Reading Assessment for Grade 3	Target Met
First Nations District Reading Assessment for Grade 3	Target Met
FSA Reading Results for Grade 4	Target Not Met
First Nations FSA Reading Results for Grade 4	Target Not Met
FSA Writing Results for Grade 4	Target Met
First Nations FSA Writing Results for Grade 4	Target Met
District Reading Assessment for Grade 6	Target Met
First Nations District Reading Assessment for Grade 6	Target Met
FSA Reading Results for Grade 7	Target Not Met
First Nations FSA Reading Results for Grade 7	Target Not Met
FSA Writing Results for Grade 7	Target Met
First Nations FSA Writing Results for Grade 7	Target Met
District Reading Assessment for Grade 9	Target Not Met
First Nations District Reading Assessment for Grade 9	Target Met
Participation Rates for English 12	Target Met
First Nations Participation Rates for English 12	Target Met

Numeracy

FSA Numeracy Results for Grade 4	Target Met
First Nations FSA Numeracy Results for Grade 4	Target Met
FSA Numeracy Results for Grade 7	Target Not Met
First Nations FSA Numeracy Results for Grade 7	Target Met
Participation Rates for Principles of Math 11	<i>New Goal</i>
First Nations Participation Rates for Math 11	Target Not Met

Social Responsibility

Grade 5 Social Responsibility: Classroom Contribution	Target Met
Grade 5 Social Responsibility: Solving Problems	Target Met
Grade 8 Social Responsibility: Classroom Contribution	Target Not Met
Grade 8 Social Responsibility: Solving Problems	Target Met
Participation Rates for Grade 12 Career Programs	Target Not Met

Appendix 1: School Growth Plans Summary

Elementary Schools

Campbellton

- improve student achievement in reading skills and comprehension.

Cedar

- improve the writing and reading ability of our students.

Cortes

- improve communication skills through a focus on reading, writing and speaking.

Discovery Passage

- improve student reading comprehension.
- improve student achievement in personal, impromptu writing.

Corresponding with Goal 1's Rationale on Page 8, here is a summary of **Literacy Goals** from each school's School Growth Plan.

Ecole Des Deux Mondes

- improve English and French writing skills.

Ecole Georgia Park

- continue to build the knowledge skills and attitudes related to reading.

Ecole Willow Point

- improve student achievement in reading and writing.

Evergreen

- improve writing skills of all students.

Ocean Grove

- improve student reading and writing.

Penfield

- improve student performance in reading comprehension.

Pinecrest

- improve reading comprehension.

Quadra

- improve reading comprehension skills.

Sandowne

- improve student performance in reading and writing.

Sayward

- improve student descriptive writing.

Surge Narrows

- improve reading and writing of all students.

Middle Schools

Cortes

- improve communication skills through a focus on reading, writing and speaking.

Ecole Phoenix

- develop successful independent readers.
- develop successful independent writers.

Sayward

- improve student descriptive writing.

.

Southgate

- continue to improve the knowledge, skills and attitudes related to literacy, reading and writing.

Secondary Schools

Carihi

- improve success rates for students in Social Studies, English and Modern Languages.

Elm Street Alternate

- increase reading time for students.

Timberline

- raise student achievement by making all staff members more aware of the importance of literacy and by adopting standards of writing acceptance across the curriculum.

Elementary Schools

Cortes

- improve the numeracy level of all students.

Ecole Des Deux Mondes

- improve in numeracy and problem solving.

Ecole Georgia Park

- improve knowledge, skills and attitudes in numeracy.

Ecole Willow Point

- improve student achievement in numeracy.

Ocean Grove

- improve achievement in numeracy.

Sandowne

- improve performance in numeracy with emphasis on problem solving.

Sayward

- improve problem solving.

Middle Schools

Cortes

- improve the numeracy level of all students.

Southgate

- improve knowledge, skills and attitudes related to numeracy.

Sayward

- improve problem solving.

Secondary Schools

Carihi

- improve success rates in math and develop problem solving skills.

Corresponding with Goal 2's Rationale on Page 31, here is a summary of **Numeracy Goals** from each school's School Growth Plan.

Cedar

- build a strong school culture.

Cortes

- ensure students become socially responsible in the school and community.

Ecole Georgia Park

- create a safe, caring, healthy and accepting learning environment by increasing students' social responsibility.

Ecole Willow Point

- improve student achievement in skills of contributing to the classroom and community and solving problems in peaceful ways.

Oyster River

- improve and develop the social responsibility of all students.

Penfield

- continue to improve students' sense of social responsibility.

Pinecrest

- ensure that Pinecrest is a "safe, caring and orderly" school.

Quadra

- increase respectful behaviour with a focus on courtesy, the use of appropriate language, and using problem solving tools.

Sandowne

- improve students' sense of social responsibility in interpersonal relationships.

Sayward

- work toward achieving responsible student behaviour.

Surge Narrows

- develop students who are socially responsible at school and in the community.

Corresponding with Goal 3's Rationale on Page 39, here is a summary of **Social Responsibility Goals** from each school's School Growth Plan.

Middle Schools

Cortes

- ensure students become socially responsible in the school and community.

Ecole Phoenix

- promote social responsibility by creating a positive learning environment where everyone feels safe and respected.

Southgate

- continue to improve the knowledge, skills and attitudes related to social responsibility.

Sayward

- work toward achieving responsible student behaviour.

Secondary Schools

Carihi

- improve overall attendance.

Elementary Schools

Campbellton First Nations Education Goals

- improve reading and comprehension skills.
- improve social responsibility skills.
- prepare for transition to Ripple Rock School.

Cedar First Nations Education Goals

- improve the percentage of First Nations students meeting or exceeding expectations in reading and writing by 5 per cent.
- decrease First Nations absenteeism.
- increase the percentage of First Nations students who meet or exceed expectations for Social Responsibility.

Here is a summary
of **First Nations Goals**
from School Growth Plans.

Pinecrest First Nations Education Goals

- improve literacy skills and develop a love of reading.
- improve social behaviour.
- improve nutrition.
- develop leadership skills.
- improve First Nations family participation and involvement.
- improve attendance.

Georgia Park First Nations Education Goals

- improve literacy and numeracy.
- improve attendance.
- increase home involvement with school as measured by attendance at school functions.
- maintain social responsibility.

Quadra First Nations Education Goals

- improve literacy and numeracy levels of First Nations students.
- develop oral communication skills of First Nations students.
- provide a variety of First Nations cultural activities within the school.
- increase First Nations parent involvement in school activities including planning.

Middle Schools

Ecole Phoenix First Nations Education Goals

- improve Aboriginal student literacy.
- improve Aboriginal student numeracy.
- improve Aboriginal student participation and success rate in First Nations courses.
- improve Aboriginal student attendance.
- improve Aboriginal family involvement.

Secondary Schools

Carihi First Nations Education Goals

- improve transitions for Grade 10 Aboriginal students.
- expand literacy programs through ESD funding leading to graduation with English 12.
- maintain literacy program and English 12 prep.
- highlight First Nations language and culture through programs and activities (media program).
- develop science and math programs at the Grade 10 level that will accommodate the learning styles and needs of First Nations students and that lead to principles of math and senior sciences.

Timberline First Nations Education Goals

- improve student achievement by personalizing student programs to the best of the school's ability.
- improve attendance.
- create flexibility in programming.
- provide relevance through career exploration.
- make connections to traditional culture and values.
- provide academic and social/emotional support to its students through a team effort involving school staff, parents and First Nation's supports.

Elementary

Campbellton

- successfully integrate Campbellton and Evergreen.

Discovery Passage

- maintain a safe and respectful learning environment.

Evergreen

- continue to focus on problem solving across the curriculum.

Middle Schools

Southgate

- increase parental involvement in school by improving all forms of school-home communication.

Secondary Schools

Carihi

- support of Alternate Programs.

Elm Street Alternate

- continue to offer work experience to students.
- review and revise curriculum for graduation program.

Timberline

- continue to implement EBS.
- increase numbers in career education-trades.

Adult Education

Continuing Education

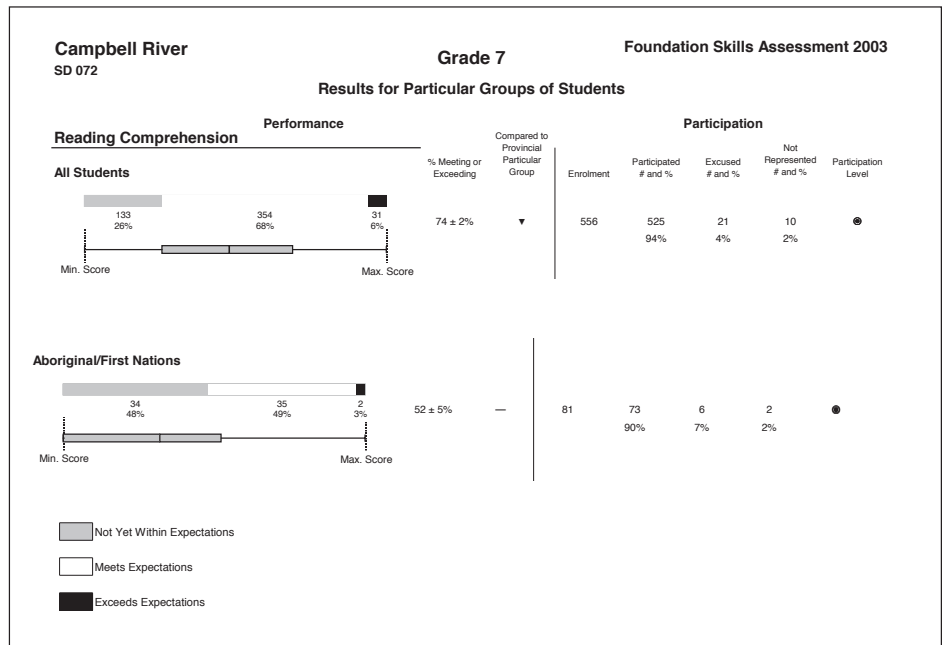
- implement changes in funding, administration, location, staffing and delivery of services.

Here is a summary
of **Other Goals**
from each school's
School Growth Plan.

Appendix 2: Aboriginal Calculations

To obtain non-Aboriginal FSA rates from district-wide FSA rates,

- Calculate the number of Aboriginal students “Meeting and Exceeding Expectations.”
- Subtract this number from all students “Meeting and Exceeding Expectations.”
- Subtract Aboriginal students who wrote from all students who wrote the exam.
- Recalculate the percentage of non-Aboriginal “Meeting and Exceeding Expectations.”



Example:

- 37
- $385 - 37 = 348$
- $525 - 73 = 452$
- $348 / 452 = 77$ per cent non-Aboriginal “Meeting and Exceeding Expectations.”