



Accountability Contract

2003 - 2004

The mission of School District No. 71 (Comox Valley) is
to provide excellent educational service
so that its students may develop to their maximum potential.

Value Statements

The Comox Valley School District values the following, and will strive, given its resources, to translate these values first into goals and then into actions.

The district values ...

1. relevancy to its community of learners and flexibility in programs and their implementation;
2. courage and will of all to work toward fulfillment of the mission statement;
3. responsibility and accountability in decision-making, as well as decision-making from a district perspective which involves consultation or collaboration where appropriate;
4. planning that results in statements of priority that reflect the mission statement and which are reviewed in a systematic fashion;
5. cooperative and respectful relations amongst all, and the recognition of the contributions that all make towards the attainment of the mission statement;
6. learning environments that are conducive to and supportive of the mission statement.

Comox Valley School District

Accountability Contract 2003- 04

Contents

A	District Context.....	1
B	District and School Connections.....	1
C	District Goal	2
D	School Goals.....	3
E	Aboriginal Education Performance Improvement Agreement Goals	21
F	District Indicators	34
G	Strategies and Structures to Support Achievement	35
H	Results of the 2002-03 Accountability Contract	52

A. District Context

School District No. 71 is located in the Comox Valley, with three main centers: Courtenay, Comox and Cumberland. Approximately 40% of the population is rural, and approximately 5% of the population is of aboriginal descent. Ninety-one percent of the population reports English as their mother tongue. The area has a higher than average percent of the population involved in resource industries, approximately 10% compared to the provincial average of approximately 5%.

Current enrollment is 9646, is decreasing and is expected to continue to decline for a number of years. This year, 550 students are enrolled in kindergarten, compared to 807 students enrolled at the grade 12 level.

Last year, a task force examined enrollment trends in the district and made a number of recommendations. As a result, one school was closed. The district is now embarking on a comprehensive look at how the schools are configured (elementary, middle and secondary) to ensure the system will serve the educational needs of our students into the future.

B. District and School Connections

In the 2002-2003 Accountability Contract we stated, "... this year we are developing a planning system that will link the district goals much more closely to the schools' goals. In fact, the school goals will become the district's goals ... The development of this process and the high profile that is being given to each individual school growth plan is at the heart of the strategy we have for ensuring improved performance in all schools."

During the 2002-2003 school year, discussions were held by the board at public meetings, with the DPAC; during training sessions with school planning councils; during the development of our policy on school planning councils, and with staff, particularly our principals and vice-principals. Support for our plan was excellent.

As a result our district has developed a *Statement of Purpose and Knowledge*, which leads directly to our one district goal and to the planning and support systems we have developed and are implementing.

Statement of Purpose and Knowledge

1. The primary purpose of our school district is to support and improve teaching and learning.
2. We know that teaching and learning is centred in our schools and our classrooms.
3. We know that successful schools must have excellent instructional leaders.
4. We know that the single most important factor in student learning is the instructional skill of the teacher.
5. We know that schools need the support of the school district to be as successful as possible.
6. We know that parent involvement in our schools, especially in direct support of student learning, improves student success.
7. We know that individual professional educators and school staffs are most likely to improve instruction and student learning if needs and solutions are determined at the school level, based on school, district and provincial data.
8. The purpose of school growth plans must be to develop school initiatives that focus on improving student learning, usually by improving teaching.
9. The purpose of the district's accountability contract and the allocation of resources must be to support school staffs in achieving the goals established in their school growth plans.

C. District Goal 2003 – 2004

In 2003-2004, 85% of the school goals established in the School Growth Plans and in the Aboriginal Education Improvement Agreement will be achieved.

D. School Goals

Details for each school goal are not provided here. They are provided in each school growth plan, which is available from each school or the school board office. By mid-November, all school growth plans will also be available on the school district website (<http://sd71.bc.ca/>).

School	Goal / Rationale	Indicators / Targets
Airport Elementary	To improve the personal impromptu writing skills of students from grades one to six over the next two years	<ul style="list-style-type: none"> • FSA: 90-100% of students will meet expectations in writing with 10% of students exceeding expectations (excluding those on modified programs) in Grade 4 and Grade 7 • Parent satisfaction: 75% of parents responding will be satisfied, all or most of the time, with student progress in writing • Report card data: number of students exceeding expectations in writing: Establish a baseline for students in grades 1-6 in 2003-04 • School-wide-write: Establish a baseline for students in Grades K-6 in 2003-04 • Student evaluation of writing: Grades 3-6 students will assess their own writing in October and May; 100% of students will begin to develop their abilities to assess their own writing; teachers will compare how close students' assessments match teacher assessments (in October and May); early primary teachers will begin to teach students how to assess their own writing
	To improve the aerobic fitness of students through daily physical education over the next two years.	<ul style="list-style-type: none"> • Aerobic fitness: Establish baseline in 2003-04; students will be tested three times per year
Arden Elementary	To improve student literacy focusing on written expression (especially impromptu writing)	<ul style="list-style-type: none"> • FSA: To be at or above the provincial average for meeting or exceeding expectations in writing by 2004 • Report card data: percentage of students achieving a C or better in language arts at 90% or above • School-wide-write: Baseline data faulty – need to re-establish using same writing genre (impromptu written expression)
	To improve student numeracy focusing on collecting, organizing/displaying and analyzing data	<ul style="list-style-type: none"> • FSA Numeracy: Equal or surpass the district and provincial averages for the percentage of students meeting or exceeding expectations • Satisfaction surveys: develop and distribute student/parent surveys regarding math attitudes and aptitudes in spring 2004, establishing baseline

School	Goal / Rationale	Indicators / Targets
Aspen Park Middle	To improve literacy skills (knowledge skills and attitudes in reading and writing in both French and English languages)	<ul style="list-style-type: none"> • FSA Writing: 85% of students will meet or exceed expectations in 2004 <ul style="list-style-type: none"> - 80% of males will meet or exceed - 87% of females will meet or exceed - 85% of First Nations students will meet or exceed - 85% of French Immersion students will meet or exceed • Satisfaction surveys: <ul style="list-style-type: none"> - 80% of students will respond that they are satisfied “many times” or “all of the time” that their writing is improving - 75% of parents will respond that they are satisfied “many/all” that they are satisfied with the development of their child’s writing skills at school - 75% of staff will respond that they are satisfied many or all the time with the academic performance of the students
Brooklyn Elementary	<p>To raise students’ abilities to express themselves orally and in written form</p> <p>1) students will improve writing skills 2) students will improve oral skills</p>	<ul style="list-style-type: none"> • School-wide-write: all students will participate in three school-wide writes (committee established to organize and implement with following guidelines: impromptu writes one day only, FSA format, Quick Scales for marking all strands (meaning, style, form, conventions), style is our school focus (writing for excellence), whole staff marks in teams once per term • Baseline to be established October 2003, sample ‘anchor’ papers for each grade representing performance standards, same-grade teachers mark together • Baseline compared to FSA results in fall • Report card marks directly related to performance standards
	<p>To raise students’ abilities in mathematics</p> <p>1) to develop students’ and teachers’ abilities to communicate mathematically 2) to develop a greater variety of teaching and learning strategies in mathematics 3) to integrate technology to extend students’ knowledge, skills and attitudes towards mathematics</p>	<ul style="list-style-type: none"> • Early numeracy assessment in order to obtain an accurate baseline to establish a meaningful longitudinal record; tie in with district initiative for 2003-04 • Staff and student survey on the degree to which all are increasing their ability to communicate mathematically; more specific questions re. math on satisfaction survey that should mirror school goals, e.g. “satisfaction with growth in three three areas: number sense, estimations, and problem solving?” • Assessment done in K, 2, 4, 6 • FSA results tracked over time – increase percentage of student meeting or exceeding expectations at or above the district average by year 2005

School	Goal / Rationale	Indicators / Targets
Cape Lazo Middle	To improve student writing skills 1) create grade-level appropriate writing samples 2) increase student response to 80% in improving writing	<ul style="list-style-type: none"> • Tracking of FSA, exam and school satisfaction results • Involvement in writing competitions • Involvement of 'writers in residence' (Charlotte Harvey, Lyneita Swanson) • Creation of writing portfolios in grade 9 in Year 1, grade 8 in Year 2, grade 7 in year 3 • Creation of literature reviews for each year group • Use of performance standards to evaluate progress
	To continue to work toward the concept that Cape Lazo wishes to be a safe school - conduct two safe school surveys during the school year, compare results to 2002-03	<ul style="list-style-type: none"> • Safe school survey: <ol style="list-style-type: none"> 1) Reduce percentages of students whose parents felt had been bullied sometimes, many times, and all of the time (36%) 2) Reduce to 20% the 25% of students who felt that they had been bullied, teased or 'picked on'
	To improve social responsibility with regard to local and national environmental issues	<ul style="list-style-type: none"> • Social responsibility: Improve the score of 51% of those students who felt that they learn about taking care of the environment many times and all of the time
City Centre	To enhance student success in the academic curriculum	<ul style="list-style-type: none"> • New course materials will be located or developed and implemented for SS 10, Science 10, and SS 11 • 80% of students will attend to the level of their contract • 80% of the students enrolled on September 30 will still be attending in December and May • 80% of students will complete three courses within the 2003-004 school year • Increase the number of students taking elective courses within the three regular secondary schools
	To encourage and enhance student use of educational technology to meet curriculum goals	<ul style="list-style-type: none"> • Each student to begin use of the computer either through keyboard skill development, word processing or use of course offerings and skill enhancing programs • Implement use of Cool School courses in SS 11, SS 10 and Science 10, with a specific group of students as one curriculum option • Utilize AS400 system to track attendance and GradeQuick to record marks

School	Goal / Rationale	Indicators / Targets
Comox Elementary	To improve students' ability in reading fluently and demonstrating comprehension in the area of reading literature	<ul style="list-style-type: none"> • FSA results: to increase the number of students meeting or exceeding expectations in reading and writing at a rate of 2% per year beginning May 2002 (Reading) and May 2003 (Writing) • BC performance standards will be used to show an increase in the number of students meeting or exceeding expectations in writing at a rate of 2% per year beginning May 2003
	To improve students' skills and accuracy in the area of number operations	<ul style="list-style-type: none"> • FSA results and BC performance standards will be used to show an increase of 2% per year in the number of students in Grade 4 and Grade 7 meeting or exceeding expectations in numeracy, beginning May 2004.
	To improve students' ability in solving problems in a peaceful manner.	<ul style="list-style-type: none"> • Increase at a rate of 2% per year the number of students fully meeting or exceeding expectations in solving problems in a peaceful way, beginning May 2004
Courtenay Elementary	To improve student performance in reading	<ul style="list-style-type: none"> • For each reading assessment our year-end target is 80% of students (or greater) at grade level on late spring measure • Narrow the gap between school and district FSA reading percentages to #5%. • Sustain the match between student and parent satisfaction responses related to reading • Achieve \$80% of students at grade level on late spring literacy assessment
Courtenay Middle	To improve student performance in mathematics	<ul style="list-style-type: none"> • On the year-end exam all students will achieve at or above the score they received in the cross-grade readiness exam --- <ul style="list-style-type: none"> - Grade 7 readiness exam will be based on Grade 5 learning outcomes and will be written in September - Grade 8 readiness exam will be the June Grade 7 cross-grade final exam • 80% of students will achieve a passing grade on the year-end cross-grade math final for their respective grade • FSA results at or above the district average • Parent satisfaction survey results will show more than 80% of our Grade 7 parents are satisfied with student progress in mathematics, student satisfactory survey results will show more than 84% of our Grade 7 students see themselves as improving in mathematics

School	Goal / Rationale	Indicators / Targets
Courtenay Middle (cont'd)	To improve student performance in writing	<ul style="list-style-type: none"> • Using BC performance standards on the year-end school-wide 'write' all students will achieve at or above the score they achieved in the September school-wide-write. The September write will be assessed using grade 6 performance standards for the grade 7s and grade 7 performance standards for the grade 8s. The year-end write will use the grade 7 performance standards for grade 7s and grade 8 performance standards for Grade 8s • FSA results place students at or better than the provincial average • Parent satisfaction survey results will show > 75% of Grade 7 parents are satisfied with student progress in writing • Student satisfaction survey results will show > 83% of students see themselves as improving in writing.
Cumberland Elementary	To improve attitudes and skills in reading	<ul style="list-style-type: none"> • Be within 5% or less on the provincial and district averages for reading comprehension in the FSA for 2003-04 • Through reading fluency tests 90% of students will show improvements • Decrease by 5% the number of students requiring learning assistance support for reading (currently 21%) • Reduce by 5-10% the number of students not meeting or minimally meeting expectations in reading at grade level (current 38%)
	To improve skills and attitudes in writing	<ul style="list-style-type: none"> • Through school-wide writes, 75-80% of students will show improvement on the writing Quick scale • Conduct attitudinal surveys in conjunction with school-wide writes and establish baseline data • Demonstrate improvements in 75-80% of students following the structures used in Writing for Excellence • On report cards, 75-80% of students will meet or exceed expectations in writing

School	Goal / Rationale	Indicators / Targets
Cumberland Junior	To improve reading skills in all students.	<ul style="list-style-type: none"> • Increase FSA results in reading comprehension by 5% • Parent homework survey results (3% increase in parents supervising homework) • Improve aboriginal students results in FSA in reading and literacy by 5% • Increase by 2% student letter grades in English • Increase by 3% individual student library circulation
	To improve students' responsibility and ownership for their behaviour and learning	<ul style="list-style-type: none"> • Using annual school comparative data on social responsibility / student referrals, reduce by 10% the number of student classroom referrals for inappropriate social behaviours • Increase by at least 5% the student scores in the area of human and social responsibility in the province-wide satisfaction survey • School-based survey data (students/staff) that demonstrate an improvement of 10% from September to June in the area of appropriate classroom behaviour and following instructions • Develop baseline student portfolio data in the areas of student involvement and school community citizenship
Denman Island Community School	<p>To increase the provision of learning opportunities that meet the needs of diverse learners.</p> <p>- For 20% of students not yet meeting expectations or needing support in grades 3 to 6 language arts, targets have been met but further data need to be collected to determine a reasonable future target.</p>	<ul style="list-style-type: none"> • FSA cumulative results in reading maintained at or above 80% meeting or exceeding expectations • FSA cumulative results in writing maintained at or above 80% meeting or exceeding expectations • 80% of personal interviews with intermediate students indicate that they have opportunities to represent their learning in a variety of ways • 80% parent satisfaction (agree or strongly agree) that programs at school meet their child/s overall needs
	To improve students' responsibility, particularly in the areas of solving problems in peaceful ways and valuing diversity and defending human rights	<ul style="list-style-type: none"> • 80% of students meet or exceed expectations for social responsibility by grade 3 (provincial performance standards) • 80% of students are never referred to the office for discipline matters • 80% of students and parents respond positively to similar survey questions cited in rationale. • 80% of students in grade 4 indicate that they feel connected at school and that they have friends (new indicator in 2004-04)

School	Goal / Rationale	Indicators / Targets
Denman Island Community School (cont'd)	To maintain standards and promote applications in mathematics and science.	<ul style="list-style-type: none"> • Maintain cumulative FSA results for numeracy at 90% meeting or exceeding expectations. • Using the performance standards, 80% of students to meet or exceed expectations in numeracy • Through the school year, 80% of intermediate students complete a minimum of two science challenges
Glacier View Elementary	To improve student numeracy	<ul style="list-style-type: none"> • On Grade 4 FSA results continue to match the meeting/exceeding provincial averages in numeracy • Have an 85% meeting/exceeding rate at all grade levels in the remaining identified areas
	To improve student literacy	<ul style="list-style-type: none"> • Improve grade 4 FSA results in literacy to reflect a growth in the meeting/exceeding rates by 5% • Improve school-wide results to reflect a meeting/exceeding rate of 85% in reading and writing
	To build character development and self-esteem	<ul style="list-style-type: none"> • Increase grade 5 student service participation rate to 100% • Decrease tardiness by 25% • Have 100% teacher participation in the Virtues Program • Decrease physical aggression rates • Completed school code of conduct
Highland Secondary	To continue to improve data analysis of academic performance in order to target instructional changes with the goal of ultimately improving student performance	<ul style="list-style-type: none"> • School academic results from the AS400 each term for each course detailing grade, gender and aboriginal student results • Government exam results for 2003 and trends from previous years • FSA results from 2003 and previous years • Feeder school cross-grade exam results where available • Provincial school satisfaction survey results • School academic results from previous year for comparative purposes • Participation rates in courses • Aboriginal student results • Attendance rates • Tardiness rates • Graduation rates of Aboriginal, French Immersion and any other targeted student populations • Highland satisfaction survey results

School	Goal / Rationale	Indicators / Targets
Highland Secondary (cont'd)	To improve student literacy success across the curriculum with a particular focus on individual improvement of writing skills at the grade 10 level	<ul style="list-style-type: none"> • Results from cross-grade writing assignment in grade 10 conducted in mid-October and mid-January for Semester 1 and Mid-March and mid-June for Semester 2 • Test results from new Language Arts 10 exam in June 2004 • Test results from the new Science 10 and Math 10 exams that are language/literacy related • Test results from Communication 11 and English 11 in-school final exams • Test results from Communication 12 and English 12 provincial exams
Hornby Island Community School	To improve achievement in French in grade 5 to 7 students	<ul style="list-style-type: none"> • All grade 7 students will pass the year-end tests of the school's French program and will meet the expectations as described by the prescribed learning outcomes
	To enhance student educational experiences through the use of community resources, skills and talents by integrating these attributes into the curriculum	<ul style="list-style-type: none"> • Maintain or raise the level of parent satisfaction that the school is providing a program that reflects the community's values • Increase the number of community members utilized in order to augment the school's programs.
Huband Park Elementary	To improve student literacy in written communications for grades K to 6	<ul style="list-style-type: none"> • 85% of students will meet or exceed grade-level expectations • 10% will exceed expectations (FSA, Quick Scales, report cards)
	To improve student reading comprehension for grades K to 6	<ul style="list-style-type: none"> • 85% of students will meet or exceed grade-level expectations (FSA, Quick Scales, report cards)
	To improve student participation/performance in physical fitness	<ul style="list-style-type: none"> • By June, 75% of students will be at or above the 50th percentile ranking on the fitness test developed from the President's Challenge, with Canadian national standards, based on ages 6-13

School	Goal / Rationale	Indicators / Targets
Lake Trail Middle	To increase the number of students meeting or exceeding academic expectations in reading comprehension, writing and numeracy	<ul style="list-style-type: none"> • Increase the number of students meeting or exceeding academic expectations in reading comprehension by 16%, in writing by 10%, and in numeracy by 8% • Increase to 60% of student body the number of students earning a position on one of the academic and merit roles • Increase the number of students earning a C+ or better at each term reporting period in English and mathematics at grades 7, 8 and 9, by 5% respectively • Track and record baseline data from the FSA results in grade 7 to the same students' FSA results in grade 10 • Parent, staff and student satisfaction survey results on academic achievement to be increase by 5% for students, parents and staff • Increase aboriginal student academic statistics in FSA writing, numeracy and reading comprehension by 5% • Track adjusted program success to provide these students with requisite skills for more independent learning and reducing the number requiring significant adaptations to their programs
	To help students learn to demonstrate social responsibility in an increasing variety of situations	<ul style="list-style-type: none"> • Use satisfaction survey measures to aid in ascertaining success in establishing a learning community – 80% satisfaction in the areas of school environment, human and social development and safety. Key focus areas are social development, safety-related issues, and increased teacher collaboration. Increased participation in completion of surveys also an indicator. • Reduce discipline referrals to indicate success in having students and teachers taking more ownership of actions and practices. • Gather baseline data throughout 2003-04 to determine targets for social responsibility.

School	Goal / Rationale	Indicators / Targets
Mark R. Isfeld Secondary	To improve student performance in Science 9	<ul style="list-style-type: none"> 65% of grade 9 science students will achieve a success rate (60%) on the 2004 final exam
	To increase grade 9 student performance in writing critical response to literature	<ul style="list-style-type: none"> 65% of grade 9 English students will meet or exceed the department's standards for writing critical responses.
	To develop and support a positive social and learning environment in the school by increasing punctuality and reducing the amount of litter	<ul style="list-style-type: none"> Reduce tardiness by 3% from baseline data Reduce amount of litter by 5% from baseline data
Miracle Beach Elementary	To improve students' knowledge, skills and attitudes in numeracy from grades K to 2 with a focus on three specific skills	<ul style="list-style-type: none"> 80% of students will be at mastery level of identified skills for numeracy according to the provincial standards(June assessment)
	To continue focus on improving student performance in written communication in grades 3 to 6.	<ul style="list-style-type: none"> Using provincial performance standards, 85% of students will meet or exceed expectations for written communication

School	Goal / Rationale	Indicators / Targets
North Island Distance Education	To improve program completion rates	<ul style="list-style-type: none"> • Determine targets once the data for student completion are compiled and assessed; at this point, to strive to improve student completion rates, and student and teacher satisfaction during this school year • Establish a protocol for reimbursement to families for fees paid for fine arts and physical education activities that directly meet outcomes in the student's learning plan
	To establish a baseline from which to measure improvements in student achievement and satisfaction	<p>Targets:</p> <ul style="list-style-type: none"> • Establish a baseline for percentage of students completing courses; identify student completion rates (school-aged, adult, 'online,' paper-based) • Identify a desirable length of time within which students complete courses or a program of study, determine percentage of students complete within this time, and identify the characteristics of students who complete within this time • Determine current 'turnaround' time in specific subject areas, and identify controllable factors that are slowing down turnaround time • Find out why students choose NIDES and where they were the previous year • Survey online students to learn their satisfaction with the level of technology they are provided (computers and software), and determine students' levels of fluency with IT and comfort with distance education when beginning a course and when it is completed, and identify how well our students meet new IT outcomes

School	Goal / Rationale	Indicators / Targets
Puntledge Park Elementary	To improve students' knowledge, skills and attitudes in literacy throughout the curriculum	<ul style="list-style-type: none"> • On the FSA, decrease by 5% the number of students not yet meeting expectations in reading • Using performance standards, decrease number 'not yet meeting' expectations by 5% • Monitor one-minute reading assessments in grades 2 to 6 • Maintain percentage of grades 4s achieving a letter grade of C or above • Maintain high satisfaction levels on school-based parent survey • Increase by 5% parent satisfaction on provincial survey • On the FSA, increase by 5% the number of students exceeding expectations in writing • Using performance standards, decrease number 'not yet meeting' expectations to 10% • On school-based parent survey, maintain level of satisfaction at the 85% range • On provincial survey increase parent satisfaction by 5% • Continue to refine the Metacognition Quadrant assessment tool
	To improve students' knowledge, skills and attitudes in numeracy	<ul style="list-style-type: none"> • On FSA, increase 'exceeding expectations' in numeracy by 5% • Maintain letter grades • Maintain high satisfaction levels on school-based parent survey • On provincial survey, increase parent satisfaction by 5%
Robb Road Elementary	To further develop knowledge, skills and positive attitudes in mathematics at the grades 4 to 6 level	<ul style="list-style-type: none"> • Grade 3 students' year-end results found to form a solid foundation in numeracy, with 95% or better achieving final ratings of 3 or 4 • School final grades show increase in number of students achieving C+ or better from 56% for grade 5 to 85% or better for grade 6s in the same cohort • School final grades maintain number of students achieving C+ or better at 90% for grade 5s in the cohort who were in grade 4 in 2002-03 • On FSA, increase percentage of grade 4 students meeting or exceeding expectations from 74% to 84%
	To further improve students' knowledge, skills and positive attitudes in French and English Language Arts / Writing	<ul style="list-style-type: none"> • Increase the number of intermediate students achieving C+ or better on final report for Language Arts English from 75-78% to 85-90% by the end of Grade 6 year for each cohort

School	Goal / Rationale	Indicators / Targets
Robb Road Elementary (cont'd)	To increase students' ability to access, evaluate and use information by integrating the use of library materials and informational technology into projects across all curricular areas.	<ul style="list-style-type: none"> • At each grade level, 90% of students will demonstrate appropriate IT skills within class projects by the end of 2003-04. Skills tasks are to be embedded in projects including personal planning. • All grade 3s each year will receive training in and master the use of the Meriwether system
	To continue to implement Diane Gossen's restitution model as the basis of school discipline to improve students' social responsibility	<ul style="list-style-type: none"> • Reduced incidences of serious infractions of the school's 'bottom lines' (defiance of an adult in authority, bullying, use of a weapon, possession or use of an illegal substance, harassment, physical or verbal violence as reflected in improved satisfaction by all to 'safety' questions • Fewer suspensions over time • Perceived improvement in an environment in which students can learn and achieve better as reflected in improved satisfaction with questions pertaining to achievement and human social responsibility on the satisfaction survey
Royston Elementary	To continue to implement effective instructional strategies to enhance literacy performance for grades K to 6 in the domains of reading and writing	<ul style="list-style-type: none"> • FSA results show an upward trend in reading. Continue to be at or above district average for 4th year (83%) Reading FSA score • FSA in grade 4 reading above 80% in 2004 • Average 75% growth in grade 2 to 6 reading norms in May 2004 • Increase by 10% grade 4 achievement satisfaction level • Administer grades 2 to 5 reading attitude survey • Compile baseline growth data on school-wide-write
	To implement the 'Virtues Program,' a school-wide program to emphasize positive attitudes and behaviours	<ul style="list-style-type: none"> • Lower verbal bullying by 2% by the end of the school year to < 8% • Re-survey parents in May 2004 with similar positive results • Increase grade 4 student satisfaction level by at least 10% to above 80% satisfied with safety in the 2004 survey. Reduce this figure (23%) by 10%, increase 'many/all' figures.

School	Goal / Rationale	Indicators / Targets
Sandwick Alternate	To increase the number of students who will take and succeed at regular curriculum as reflected in their IEP goals	<ul style="list-style-type: none"> Number of student regular curriculum courses in 2000-01, 2001-02, 2002-03, and 2003-04 Number of course completions, course continuations, and course withdrawals in each school year
	To have each student identify a specific behavioural goal that creates changes that promote social responsibility as reflected in individual goals	<ul style="list-style-type: none"> Track the number of behaviour incidents that take place for each student Analyze changes per student over the course of their stay at Sandwick Report findings to parents/guardians as needed and specifically at the four formal IEP reviews held during the school year
	To develop a meaningful and effective drug and alcohol program that is ongoing through the school year and is a defined part of the curriculum.	<ul style="list-style-type: none"> Set up a method to track all drug and alcohol infractions over the course of this year and subsequent years. Analyze data for general change in number of infractions before initiation of the program and when in progress.
Tsolum Elementary	To improve primary students' reading skills	<ul style="list-style-type: none"> Using one-minute 'reads' in September and June (for fluency and accuracy), 95% of primary students will improve their correct words-per-minute score by at least 10% Using 'Check Point' running records for a more diagnostic measure prior to each reporting period, 95% of primary students will advance at least one level. Note: the 'Check Point' levels of beginning/middle/end will be organized into 'not meeting,' 'meeting' and 'exceeding' expectations Include measures for non-readers: phonemic awareness for Ks, and letter/sound identification and sight word identification for non-readers
	To improve intermediate students' writing skills	<ul style="list-style-type: none"> Using 'cold writes' each September, March and May, followed by instruction in writing strategies, apply performance scales for writing and an adapted 4-point scale. 95% of intermediate students will improve or be at level 3 or 4.
	To increase students' social responsibility (caring about self, others, the environment)	<ul style="list-style-type: none"> A rising incidence of 'good apples' Decreased incidence of behaviour reports 95% of students are able to use 'virtue language' to problem-solve social problems
	To improve student performance in the numeracy skills of: mastery of number facts, mastery of basic operations	<ul style="list-style-type: none"> Focus on improved student performance in number-facts recall and in basic operations. 80% of students will achieve mastery at grade level. Confidence in math performance among parents and students, as measured, will continue to improve.

School	Goal / Rationale	Indicators / Targets
Union Bay Elementary	To have students demonstrate their social responsibility, safety knowledge and tolerance toward others	<ul style="list-style-type: none"> • Social responsibility Quick-Scale grid: Students not meeting expectations will move one increment closer to meeting/exceeding expectations on Quick Scale yearly. Those currently meeting/exceeding expectations will remain in that category. • Office visits data collections: at least 5% reduction per year in visits, and 5% of previous students on list will remove themselves from the list yearly. • Student satisfaction survey results for safety continue to exceed 85% level • Parent satisfaction survey results for safety meet or exceed the district and provincial levels. • Student satisfaction survey results for human and social development continue to exceed 90% level. • Parent satisfaction survey results for human and social development reach the 85% level. • Continue with the 'kindness' awards and trophy presentations and graph the comparison from year to year ("Michelle Borba 7 Virtues")
	To continue to improve students' abilities to express themselves through writing.	<ul style="list-style-type: none"> • FSA results for writing: percentage of students meeting expectations will continue to be the lowest level attained on these yearly exams; number of students exceeding expectations will increase by one student per year; students' scores will be on par with district • School-wide-write: student individual scores on the school writing checklist will show improvement from term to term • Satisfaction survey results: students' responses to the question, "Are you getting better at writing sentences or stories?" will have all respondents replying, "Many times" or "All the time;" parent responses to the question, "Are you satisfied with the development of your child's writing skills at school?" will shift the 25% in the "few times" to the "many times" or the "all the time" columns
	To increase students' knowledge, skills and attitudes related to mathematics	<ul style="list-style-type: none"> • FSA test results: percentage of students meeting expectations will continue to be the lowest level attained on these yearly exams; number of students exceeding expectations will increase by one student per year; students' scores will be on par with the district • Satisfaction survey results: students' responses to the question, "Are you getting better at math?" will have all the respondents reply, "Many times" or "All of the time;" parents' responses to the question, "Are you satisfied with the development of your child's mathematics skills at school?" will shift the 5% in the 'few times' and the 19% in the 'sometimes' columns to the 'many times' or 'all the time' columns

School	Goal / Rationale	Indicators / Targets
Union Bay Elementary (cont'd)	To increase students' knowledge, skills and attitudes related to mathematics (cont'd)	<ul style="list-style-type: none"> • Fact drills: students will graph their progress in the basic facts using drill sheets which can be used to report overall improvement; baseline to be determined through discussions at staff meeting • Quick-Scale grid: to be determined by staff
Valley View Elementary	To improve students' skills in reading non-fiction material throughout the curriculum	<ul style="list-style-type: none"> • FSA results: to increase and maintain percentage of students meeting expectations to 85%; increase percentage of students exceeding to provincial average 4% • Satisfaction surveys: 85% of parents and students satisfied or very satisfied with learning in this area • Reading comprehension assessment: staff will research non-fiction selections to support the assessment
	To improve skills in student writing/research in non-fiction	<ul style="list-style-type: none"> • Use of performance standards to assess school-wide 'writes': have 80% of students fully meeting or exceeding expectations by the final 'write' of each year • FSA results: increase the number of students exceeding expectations to 5% in year 3; maintain students meeting or exceeding expectations by the year 2004 • Provincial satisfaction surveys: to have 85% of parents and students report being satisfied or very satisfied with learning in this area • Report card letter grades: percentage of students at C+ or better in language arts, to be used as reference point for analyzing other data.

School	Goal / Rationale	Indicators / Targets
Vanier Secondary School	To increase the levels of student satisfaction in the area of student safety and tolerance toward others, considering meeting 4 of the 5 targets as successful completion.	<ul style="list-style-type: none"> • Provincial satisfaction surveys: <ul style="list-style-type: none"> - 80% of grade 10 student satisfaction in safety category - 85% of grade 12 student satisfaction in safety category - 85% of parent satisfaction in student safety category; 85% of grade 10 students responding 'many times' or 'all the time' to question, "At school do you respect people who are different from you?" - 85% of grade 12 students responding 'many times' or 'all the time' to question, "At school do you respect people who are different from you?"
	To increase student satisfaction with and preparation for succeeding in their future plans, considering meeting 4 of 5 targets as successful completion.	<ul style="list-style-type: none"> • Provincial satisfaction surveys: <ul style="list-style-type: none"> - 75% of grade 10 student satisfaction in preparation for future category - 75% of grade 12 student satisfaction in preparation for future category - 80% grade 12 students satisfied or very satisfied with "What is your level of satisfaction with the connection between your education and future plans? – on a 4-point scale" - 75%% grade 12 students satisfied or very satisfied with "What is your level of satisfaction with the connection between your education and future plans? – on a 4-point scale" - Pre- and post-satisfaction survey of students and parents after a focus evening session on college programs. Baseline data not established. - Percentage of Grade 11 and 12 students successfully completing IDS 11/12 Work Experience or Pathways (Focus) concentration. Baseline data not established.

Vanier Secondary School (cont'd)	To maintain and/or increase achievement for those students in selected 'specialized' education areas, considering meeting targets (a) to (e) as successful completion of goal.	<ul style="list-style-type: none"> • Targets: <ul style="list-style-type: none"> - 60-62% of aboriginal students enrolling in Principles of Math 11 - 88-90% completion by aboriginal students enrolled in Principles of Math 11 - 75% of aboriginal students enrolling in English 12 - 80-82% completion of school portion of course by aboriginal students enrolled in English 12 - 55-60% of students enrolled in Independent Learning Centre who complete their course(s) • Establish baseline data on number of students receiving at least five sessions of learning assistance and percentage of those students completing the course for which they receive assistance • Establish baseline data on percentage of teaching staff who are knowledgeable about special education programs
	To analyze student enrolment and achievement in Mathematics 9-11.	<ul style="list-style-type: none"> • Develop performance indicators and baseline data for Math 9-11 in conjunction with math department
Village Park Elementary	To improve students' ability to access, evaluate and use information when reporting in Social Studies	<ul style="list-style-type: none"> • By November reporting, assess students on their knowledge and ability to use the library skills set as outlined on the grade-related library task cards • By March reporting, assess students on a social studies project recently completed; assess number of references used on a four-point scale; assess on a single social studies learning outcome, chosen by grade, on a four-point scale from the provincial performance standards Quick-Scale 'Reading for Information' in the area of analysis • Set performance targets at first staff/SPC meetings in December and March
	To collate and analyze data on student achievement from the school community so relevant goals can be set	<ul style="list-style-type: none"> • Complete surveys by end of April and reflections by end of June

E. Aboriginal Education Performance Improvement Agreement Goals

1. Introduction

The Board of School Trustees for School District No. 71 (Comox Valley) entered into its first Memorandum of Agreement on October 4, 2001. The term of this Agreement is October 4, 2001 to June 30, 2005. The current name for the Agreement is the Enhancement Agreement. The Agreement was signed by the Comox Valley Aboriginal Education Council, the Chairperson of the Board of School Trustees of School District No. 71 (Comox Valley), and the Director of the Aboriginal Education Branch of the Ministry of Education.

2. Purpose

The purpose of this enhancement agreement is to improve the quality of education achieved by aboriginal students. Specifically, this agreement will strive to narrow the gap between aboriginal students and the general student population until parity is reached in the areas identified below. This includes aboriginal students having a good understanding of their own history, language and culture.

3. Principles

The performance areas selected for enhancement are those where there is assurance that the data can be:

- tracked with integrity,
- tracked over time, and
- effectively used to implement intervention.

The performance targets are designed to narrow the gap on an annual basis. Data and performance targets will be reported in the annual aboriginal education report.

4. Document Name Change

The original name of this document, *Performance Improvement Agreement*, has officially been changed to *Aboriginal Enhancement Agreement*. The Aboriginal Education Council wishes the new document name to be used. Henceforth the document will be titled the *Aboriginal Enhancement Agreement between the Comox Valley Aboriginal Education Council, and School District No. 71 (Comox Valley) and the Ministry of Education*. For the interim, until June 30, 2006, a new title page will be created and signed by the Aboriginal Education Council Chairperson and the Chairperson for School District No. 71 (Comox Valley).

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)

5. Performance Goals and Indicators

- a) **Goal 1:** To increase the number of aboriginal students who meet or exceed expectations according to the provincial performance standards for reading and writing in grades 1, 2 and 3

Indicator: Provincial performance standards tasks were administered to aboriginal students in grades 1, 2 and 3 in Courtenay, Comox, Cumberland, and Puntledge Park elementary schools. These students were receiving reading and writing support from the early primary literacy teacher. The program began in January of 2000 and took place in schools where the highest number of aboriginal students were registered.

Key: number of students = 5;
total number of students in sample = 34

Reading –

Grade levels	Not yet meeting expectations				Meeting or exceeding expectations			
	2001-02		2002-03		2001-02		2002-03	
	No.	%	No.	%	No.	%	No.	%
1	5/34	16	11/24	45	29/34	85	13/24	55
2	8/30	30	4/19	21	22/30	73	15/19	79
3	8/26	31	5/10	50	18/26	64	5/10	50
Total	21/90	23.3	20/53	38	69/90	76.6	33/53	62

Writing –

Grade levels	Not yet meeting expectations				Meeting or exceeding expectations			
	2001-02		2002-03		2001-02		2002-03	
	No.	%	No.	%	No.	%	No.	%
1	8/34	24	9/24	37	26/34	76	15/24	63
2	10/30	33	4/19	21	20/30	64	15/19	79
3	11/26	42	6/10	60	15/26	57	4/10	40
Total	29/90	32	19/53	36	61/90	67	34/53	64

Target 2003-04:

- Increase by 5% the percentage of aboriginal students meeting or exceeding expectations.

Strategies:

- additional teaching staff for reading
- focus teacher aide time on reading, writing
- introduce all-day kindergarten
- systematic assessment and intervention for at-risk readers

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)

- b) **Goal 2:** To increase the number of aboriginal students who meet or exceed expectations in the Foundation Skills Assessment results in grade 4, 7, and 10 in reading, writing and numeracy

Indicators: Foundation Skills Assessment

Grade 4 Reading Comprehension –

Percentage of aboriginal students meeting or exceeding expectations

	2000	2001	2002	2003
School district aboriginal	61	68	59	74
Provincial aboriginal	56	55	56	56
School district – all	80	84	81	81
Province – all	79	78	80	77

- The percentage of school district aboriginal students meeting or exceeding expectations has consistently improved.
- The School District No. 71 aboriginal average is higher than the provincial aboriginal percentage.
- The percentage of School District No. 71 aboriginal students meeting or exceeding expectations is 3% less than the provincial non-aboriginal students

Target 2003-04:

- Reduce by 3% the gap between aboriginal student performance and the province

Strategies:

- additional teacher
- district literacy network focus
- aboriginal literature focus
- parental contact
- homework club

Grade 4 Writing –

Percentage of aboriginal students meeting or exceeding expectations

	2000	2001	2002	2003
School district aboriginal	n/a	95	79	84
Provincial aboriginal	n/a	77	84	85
School district – all	n/a	92	91	91
Province – all	n/a	91	94	94

- The percentage of school district aboriginal students meeting or exceeding expectations has improved.
- The percentage of School District No. 71 aboriginal students meeting or exceeding expectations is 10% less than for provincial non-aboriginal students

Target 2003-04:

- Reduce by 2% the gap between aboriginal student performance and the province

Strategies:

- district focus on writing for excellence
- aboriginal art and writing initiative

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)**Grade 4 Numeracy –**

Percentage of aboriginal students meeting or exceeding expectations

	2000	2001	2002	2003
School district aboriginal	53	77	74	86
Provincial aboriginal	57	65	66	71
School district – all	81	89	87	89
Province – all	80	83	86	87

- The percentage of school district aboriginal students meeting or exceeding expectations has improved.

Target 2003-04:

- Aboriginal students to exceed the provincial

Strategy:

- aboriginal intermediate numeracy pilot project

Grade 7 Reading Comprehension –

Percentage of aboriginal students meeting or exceeding expectations

	2000	2001	2002	2003
School district aboriginal	76	63	63	63
Provincial aboriginal	56	51	52	53
School district – all	84	77	74	75
Province – all	81	75	76	77

- The percentage of school district aboriginal students meeting or exceeding expectations has remained consistent.
- School district aboriginal students' achievement is higher than provincial aboriginal student
- Percentage of school district aboriginal students is lower than provincial average.

Target 2003-04:

- Reduce by 2% the gap between school district aboriginal students meeting or exceeding expectations and the province

Strategies:

- district focus on literacy
- homework club

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)**Grade 7 Writing –**

Percentage of aboriginal students meeting or exceeding expectations

	2000	2001	2002	2003
School district aboriginal	n/a	73	74	74
Province aboriginal	n/a	61	66	61
School district – all	71	79	81	80
Province – all	81	81	84	79

- The percentage of school district aboriginal students meeting or exceeding expectations remains consistent.
- School district aboriginal students' achievement is higher than provincial aboriginal students
- The gap between aboriginal and non-aboriginal students is narrowing.

Target 2003-04:

- Reduce by 2% the gap between school district aboriginal students meeting or exceeding expectations and the province

Strategy:

- district focus on writing for excellence

Grade 7 Numeracy –

Percentage of aboriginal students meeting or exceeding expectations

	2000	2001	2002	2003
School district aboriginal	73	71	60	71
Provincial aboriginal	54	58	60	64
School district – all	80	78	80	82
Province – all	80	81	82	84

- The percentage of school district aboriginal students meeting or exceeding expectations has fluctuated.
- School district achievement consistently higher than province
- Gap has narrowed substantially.

Target 2003-04:

- Reduce by a further 2% the gap between school district aboriginal students and the province

Strategy:

- aboriginal intermediate numeracy pilot project

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)**Grade 10 Reading Comprehension –**

Percentage of aboriginal students meeting or exceeding expectations

	2000	2001	2002	2003
School district aboriginal	70	55	54	62
Provincial aboriginal	58	53	49	53
School district – all	83	73	71	74
Province – all	79	75	76	74

- The percentage of school district aboriginal student performance fluctuates.
- School district percentage is higher than provincial aboriginal
- School district gap is narrowing between aboriginal and non-aboriginal.

Target 2003-04:

- Reduce by 2% the gap between school district aboriginal students and the province

Strategy:

- late literacy professional development for teachers

Grade 10 Writing –

Percentage of aboriginal students meeting or exceeding expectations

	2000	2001	2002	2003
School district aboriginal	n/a	76	69	75
Provincial aboriginal	n/a	73	73	66
School district – all	n/a	84	82	79
Province – all	n/a	86	87	83

- The performance of school district aboriginal students improves consistently.
- School district aboriginal students' percentage is higher than provincial aboriginal
- School district gap is narrowing between aboriginal and non-aboriginal.

Target 2003-04:

- Reduce by 2% the gap between school district aboriginal students and the province

Strategy:

- teacher aide support

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)**Grade 10 Numeracy –**

Percentage of aboriginal students meeting or exceeding expectations

	2000	2001	2002	2003
School district aboriginal	50	47	62	70
Provincial aboriginal	46	53	52	56
School district – all	74	65	69	72
Province – all	75	77	76	78

- The percentage of school district aboriginal students is improving consistently.
- School district aboriginal students' percentage is higher than provincial aboriginal average
- The gap between aboriginal and non-aboriginal students is narrowing.

Target 2003-04:

- Reduce by 2% the gap between school district aboriginal students and the province

Strategy:

- Comox Band homework club
- teacher aid support

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)

- c) **Goal 3:** To increase participation and success rates in key math, science and English courses at the secondary school level

Indicator: Change in the percentage of aboriginal students enrolled in Math 10, Math 11 (Principles), English 11, English 12, Biology 11, Chemistry 11, and Physics 11 compared to the 2001-02 baseline data.

Participation rate: The number of aboriginal students taking courses out of all possible aboriginal students at the grade level based upon September 30 enrollment.

Success rate: The number of aboriginal students registered for the course passing with a C- or better

Course	Participation Rate				Success Rate			
	2001-02		2002-03		2001-02		2002-03	
	No.	%	No.	%	No.	%	No.	%
Math 10	68/74	92	45/56	80	58/74	78	22/45	48
Math 11 (Principles)	46/53	87	38/64	59	23/32	72	22/38	57
English 11	53/71	74	44/67	65	53/71	75	33/44	75
English 12	44/54	81	43/58	74	39/44	89	24/43	55
Biology 11	53/60	88	23/64	36	57/60	95	14/23	60
Chemistry 11	24/53	45	12/65	18	23/24	96	7/12	58
Physics 11	17/32	32	9/64	14	16/17	94	5/9	55

- Participation rates appear to be down in all areas.
- Rates of success appear to be down in all areas except English.
- Uncertain of how the data were collected in 2001-02

Target 2003-04:

- Participation rates up in each area by 5%
- Success rates up in each area by 5%

Strategies:

- monitor course selection
- monitor course achievement
- explore alternate methods of curriculum delivery
- monitor course completion.

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)**d) Goal 4:** To increase student participation in BC First Nations Studies 12

Indicator: A comparison of aboriginal and non-aboriginal student enrollment in BC First Nations Studies 12 and the 2001-02 baseline data

School	Aboriginal Students		Non-Aboriginal Students		Total	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
Nala'atsi	2	10	0	0	2	10
G.P. Vanier	8	15	20	7	28	22
Highland	0	0	0	0	0	0
Mark R. Isfeld	0	0	0	0	0	0
Total	10	25	20	7	30	32

- There has been an increase in the number of students taking First Nations 12 Studies.
- There has been an increase in aboriginal students taking the course.
- There has been a decrease in non-aboriginal students taking the course.

Target 2003-04:

- First Nations classes at Highland and Mark R. Isfeld
- A 5% increase in enrollments at Vanier of aboriginal and non-aboriginal students

Strategies:

- incentives to secondary schools to implement First Nations 12
- develop Web CT program around First Nations 12.

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)

- e) **Goal 5:** To improve the Dogwood completion rate (the percentage of students entering grade 8 six years earlier)

Indicator: Provincial “How Are We Doing” data.

	1997	1998	1999	2000	2001	2002
Aboriginal	34.5	61.2	45.0	61.4	67.0	68.0
Non-aboriginal	68.8	69.8	74.9	79.0	81.2	83.2

Percentage of students completing Dogwood certificate having entered grade 8 less than six years earlier

- The graduation rate is increasing.
- The gap between aboriginal and non-aboriginal students graduating is growing.

Target 2003-04:

- increase graduation rate by 2%

Strategies:

- Secondary schools develop written action plans that include goals and assessment data for graduation rates.
- Encourage aboriginal students to participate in career-related programs to increase their knowledge of workplace-based expectations and post-secondary options.

- e) **Goal 6:** To increase aboriginal parental/guardian participation in their children’s education

Indicator: The percentage of parents of aboriginal students attending fall teacher conferences

Number of Schools	Total Number of Students		Number of parents or guardians who attended fall conferences		Percentage of parents or guardians who attended fall conferences	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
Elementary – 17 Middle – 1 Nala’atsi Senior	371	-	302	-	81%	-

- No data for 2002-03.

Target 2003-04:

- Increase the percentage of parents attending parent conferences.

Strategies:

- Develop a mechanism for a November data collection.

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)

- g) **Goal 7:** To monitor student success in the Aboriginal Education Alternate High School Program – Nala'atsi – towards re-integration, course completion and graduation.

Indicator: Student data on the number re-integrating into regular school programs, the number of individual course completions, and the number of students achieving a Dogwood certificate or school-leaving certificate.

	2001-02	2002-03	2003-04
Total number of students enrolled	19	22	26
Students re-integrated: - number	4	7	4
- percentage	21%	32%	15%
Number of course completions	29	45	82
Students graduating with Dogwood certificates: - number	3	1	7
- percentage	15.7%	4.5%	26%
Number of students upgrading for post-secondary entry	2	5	4
Number of courses completed for upgrading	3	5	0
Number of school-leaving certificates	-	-	2
Number of students discontinuing	-	-	1

- This program keeps students in school.
- This program provides amiable options for students..

Target 2003-04:

- Enroll a maximum of 24 students.

Strategies:

- Explore variety of course delivery.
- Develop an alternate program for aboriginal students within a secondary school.

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)

- g) **Goal 8:** To monitor the number of aboriginal students in the Challenge Program each year.

Indicator: The number of aboriginal students accepted into the Challenge Program.

Percentage of aboriginal students meeting eligibility criteria for Challenge Program for Grades 4, 5, 6				Aboriginal students to total number of students in Challenge Program for Grades 4, 5, 6			
2001-02		2002-03		2001-02		2002-03	
Nn	%	Nn	%	Nn	%	Nn	%
1/238	.7%	3/138	2%	1/96	1%	3/96	3%

Target 2003-04:

- A 2% increase in the number of students in the Challenge Program.

Strategies:

- Increase opportunities for students to become involved in the Challenge Program.
- Use results of 'Gift' project to inform decision.

- g) **Goal 9:** To increase the number of aboriginal students in behaviour programs each year

Indicator: The number of aboriginal students identified with Program H – Severe Behaviour

	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03
Aboriginal	3.0	1.9	1.3	1.7	1.5	2.1
Non-aboriginal	0.9	0.9	1.0	0.8	0.9	0.8

The number of aboriginal students identified with Program H – Severe Behaviour

- The number of behaviour students is increasing.

Target 2003-04:

- A 1% decrease in the number of students in behaviour programs

Strategies:

- Identify and monitor student behaviour
- Provide support from district resource teacher
- Provide support from district behaviour team

E. Aboriginal Education Performance Improvement Agreement Goals (cont'd)**6. Annual Review**

The performance goals established in this process will be reassessed annually by School District No. 71 (Comox Valley) and the Aboriginal Education Council to ensure that they remain reasonable and attainable, and represent meaningful progress toward parity with non-aboriginal students. Any changes in the performance goals resulting from the annual review will be promptly conveyed to the Ministry of Education.

The Annual Report on the Performance of Aboriginal Students in School District No. 71 (Comox Valley) will be submitted each year to the Aboriginal Education Council, the Board of School Trustees, and the Ministry of Education.

F. District Indicators

In addition to the indicators/data used to determine success in each goal in each of our schools, and in the Aboriginal Education Improvement Agreement, the district will continue to monitor district-level data including:

- 1) district-wide FSA results
- 2) district trends in school-based marks and assessments
- 3) graduation rate
- 4) provincial examination results
- 5) provincial, school and district survey results
- 6) etc.

The district planning council and the board will take the lead in this monitoring process.

G. Strategies and Structures to Support Achievement

1) District Plan to Support Teaching and Learning 2003 – 2004

The **following** plan has been developed to focus district resources on supporting schools in achieving their goals. This plan is based on an analysis of the school growth plans and other district data.

a) School District Mission Statement

The mission of School District No. 71 is to provide excellent educational service so that its students may develop to their maximum potential.

b) District Goal

To ensure that 85% of the goals, as stated in school growth plans, will be achieved.

Rationale: Research supports the belief that the school is the centre of change and improvement. A district can ensure overall growth in student success by aligning its resources and efforts in support of the goals identified at the site level. After careful analysis of school growth plans the district will develop an annual “Teaching and Learning Plan” intended to communicate district performance information, key areas for focus, and resources to support school-level initiatives and success.

c) Objectives

Objective 1: *To improve literacy success for K-12 students (knowledge, skills and attitudes in reading and writing)*

Rationale: This goal was selected by 21 school planning councils as a primary focus for the 2003-2004 school year. While district success rates are at or near provincial averages, evidence suggests that results decline after grade 4 in reading and writing. Satisfaction surveys show marginal approval ratings from parents in this area as well.

Performance Indicators:

- FSA
- performance standards
- letter grades/success rates
- primary success rates at year end
- satisfaction surveys
- SLP early assessment
- checkpoints assessment in primary
- ‘schoolwide write’ data
- provincial exam results

G. Strategies and Structures to Support Achievement – Objective 1 (cont'd)

Results: (See district profile and attached data sheets.)

Targets are set by schools in their growth plans. The district target is to ensure that our schools meet 85% of their goals/targets.

Speech and Language Early Assessment

Speech and language screen of kindergarten students -- (Note data were available for only five schools in 2000, six in 2001, 17 in 2002, and all schools in 2003. Also, 2003 was done as an assessment team rather than individual pathologists working independently.)

Students designated, as moderate/severe will receive further assessment and/or intervention.

(NS=number screened NI= number identified as M/S (moderate/severe))

	2000	2001	2002	2003	2004	2005
Screened	194	248	475	516		
Identified as M/S	16	33	56	119		
Percentage	8%	13%	12%	23%		

Year-End Data – Assessment by Teachers

Grade 3 students meeting or exceeding expectations (%)

School	2002		2003	
	L. Arts	Math	L.Arts	Math
Airport	81	85	85	85
Arden	81	84	90	88
Miracle Beach	92	95	94	94
Brooklyn	95	92	85	94
Comox	74	78	86	89
Court. El	83	88	78	80
Cumberland	90	86	91	88
Denman	75	88	80	87
Ecole Puntledge Park (Eng)	83	91	94	100
Ecole Puntledge Park (Fr)	92	96	95	100
Hornby	91	100	89	100
Glacier V.	81	83	88	90
Royston	76	86	94	97
Tsolum	86	86	86	89
Union Bay	75	90	85	100
Valley View	93	87	90	87
Village P.	84	82	88	92
Huband	85	93	78	70
Average	84	88	88	91

G. Strategies and Structures to Support Achievement – Objective 1 (cont'd)**Grade 6 letter grades (LG) compared to Grade 7 FSA results (same cohort)**

	A	B	C+	C	C-	F	Total Success
Eng. LG 2001	23	29	24	14	6	4	90
Gr. 7 FSA 2002		12		63		26	74
Math LG 2001	27	32	17	14	5	5	90
Gr. 7 FSA 2002		5		75		20	80

Letter grade/FSA comparison for 2003 (% in each category)

For FSA the three columns represent those exceeding/meeting/not yet meeting based on 2003 district results. For the purpose of comparison, only C or better was referred to as total success.

	Grade 4			Grade 7		
	Engl.	FSA Reading	FSA Writing	Engl.	FSA Reading	FSA Writing
A	14	4	0	20	8	1
B	34			32		
C+	21	77	91	16	67	78
C	17			15		
C-	5	19	9	14	25	20
F	10			3		
Total Success	85	81	91	83	75	80

District FSA Reading and Writing

(% meeting/exceeding expectations)

	Grade 4		Grade 7		Grade 10	
	Reading	Writing	Reading	Writing	Reading	Writing
2000	80	n/a	84	n/a	83	n/a
2001	84	92	77	79	73	84
2002	81	91	74	81	71	82
2003	81	91	75	80	74	79
2004						

G. Strategies and Structures to Support Achievement – Objective 1 (cont'd)**Provincial Satisfaction Surveys (2002-03)**

Language Arts

		2002				2003			
		Reading		Writing		Reading		Writing	
		Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
Students	Grade 4	88	87	82	79	88	88	79	81
	Grade 7	74	76	73	75	65	79	70	77
	Grade 10	57	58	64	61	49	59	55	62
	Grade 12	54	56	65	61	58	58	63	63
Parents	Elementary schools	69	70	61	59	75	73	61	63
	Secondary schools	66	64	52	57	74	66	66	60

District Grading Summary 2003**English / Language Arts**

	A	B	C+	C	C-	F*	C or better
Grade 4	14	34	21	17	5	10	85
5	14	31	27	18	3	7	90
6	15	32	26	13	6	7	87
7	20	32	16	15	14	3	83
8	23	33	14	13	13	5	82
9	17	26	11	12	14	4	82

* Note: The AS400 system defaults to 'F' when a student does not receive a letter grade. Some of these students may be on modified programs.

English/Language Arts Success (C- or better)

	2000		2001		2002		2003	
	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
English 12	99	96	96	97	98	97	99	98
Communication 12	98	96	95	96	93	96	96	97
English Lit. 12	100	99	96	98	100	99	95	98

G. Strategies and Structures to Support Achievement – Objective 1 (cont'd)**Strategies/Initiatives to support this goal:**

- In-service and support from our literacy teachers: reading in the content areas – demo lessons and after school workshops to be held throughout the year (Bryan, Marty and Sheila)
- In-service in the Writing for Excellence Program combined with school-level demonstrations and workshops. Oct. 24 and Feb. 15 professional development sessions as well as a two-day summer institute (Aug. 27-28) will provide the basic structure and overview with specific implementation plans for schools and teachers (Bryan, Devon and Liska and Dr. Webster)
- In-service in the use of performance standards to assess students in reading and writing. Outside presenter, Leyton Schnellert, to host a series of in-service meetings in combination with classroom demonstrations – February 23-24, 2004 and April 1-2, 2004 have been confirmed (Bryan)
- Host three literacy network meetings to share school successes, examine the latest research in what really works in literacy development, examine the district assessment data, and in-service lead teachers in the strategies proven to be the most effective – Session #1 October 20, 2003 (Bryan, Marty and Sheila).
- Analyze school growth plans and performance indicators in order to develop 'special projects or initiatives' to address identified student needs (Bryan).
- Provide in-service to principals and vice-principals, on a monthly basis, on instructional strategies that really matter in support of literacy improvement (Bryan, Marty and Sheila). October session on "What Works in Schools" was held.
- Work collaboratively with Aboriginal and Student Services to develop initiatives to meet the diverse needs of all students (Bryan, MaryAnn, Liz and Helene). i.e. "Model of Collaboration" (aboriginal education) – early literacy/ESD Project
 - assessment of student needs
 - direct service to support early intervention: itinerant and school-based
 - connect with district literacy network and island literacy network (identify common strategies and delivery models)
- Focus on data collection (analysis and subsequent strategic plan).
- Assist schools in developing initiatives and instructional strategies that support improved achievement in literacy.
- Link learning assistance teachers to literacy initiatives and strategies.

G. Strategies and Structures to Support Achievement – Objective 1 (cont'd)

- Complete the district speech and language kindergarten screen (analyze results and develop a plan for support, with the assistance of the SLPs).
- Examine the results of the Early Development Instrument and determine if there are areas that may be in need of special projects to support early literacy.
- Conduct teacher aide training in support of literacy (including North Island College Aboriginal Education Teacher Aide training course).

Resources to support this goal:

• in-service:	<i>Local</i>	<i>Outside presenters</i>	TOTAL
	\$ 25,000	\$ 20,000	\$ 45,000
• professional reading material:	\$2000		\$ 2,000
• special projects: (\$ 500/school x 8 schools)			\$ 4,000
• growth plan support (\$4.00/student x # needing \$\$\$)			\$ 32,000

G. Strategies and Structures to Support Achievement (cont'd)

Objective 2: *To improve our students' knowledge, skills and attitudes in numeracy K-10 with a focus on number sense, estimation and problem-solving.*

Rationale: This goal was selected by many of our schools. There is general dissatisfaction with student performance in grades 4-10 in the area of mathematics. Parent satisfaction surveys as well as FSA data indicate that there is a sharp decline in success, relative to the provincial average, at both grade 7 and 10 levels (85% success rate at the grade 4 level, 80% at grade 7 and 69% in grade 10). The grades 7 and 10 results are significantly below the provincial average.

Performance Indicators:

- FSA data
- letter grade data
- primary success rates
- early numeracy screen
- performance standards for problem solving
- school-wide assessments in mathematics
- satisfaction surveys
- provincial examination results
- success rates in Math 10E, 10A and 10P

Results: (See district profile and attached data sheets.)

Targets are set by schools in their growth plans. The district target is to ensure that its schools meet 85% of their goals.

*School District 71 Data – Assessment by Teachers
Grade 3 students meeting or exceeding expectations (%)*

School	2002		2003	
	L. Arts	Math	L.Arts	Math
Airport	81	85	85	85
Arden	81	84	90	88
Miracle Beach	92	95	94	94
Brooklyn	95	92	85	94
Comox	74	78	86	89
Court. El	83	88	78	80
Cumberland	90	86	91	88
Denman	75	88	80	87
Ecole Puntledge Park (Eng)	83	91	94	100
Ecole Puntledge Park (Fr)	92	96	95	100
Hornby	91	100	89	100
Glacier V.	81	83	88	90
Royston	76	86	94	97
Tsolum	86	86	86	89
Union Bay	75	90	85	100
Valley View	93	87	90	87
Village P.	84	82	88	92
Huband	85	93	78	70
Average	84	88	88	91

G. Strategies and Structures to Support Achievement – Objective 2 (cont'd)**Grade 6 letter grades (LG) compared to Grade 7 FSA results (same cohort)**

	A	B	C+	C	C-	F	Total Success
Eng. LG 2001	23	29	24	14	6	4	90
Gr. 7 FSA 2002		12		63		26	74
Math LG 2001	27	32	17	14	5	5	90
Gr. 7 FSA 2002		5		75		20	80

Mathematics Success (C- or better)

Math 12	2000		2001		2002		2003	
	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
	95	93	96	94	94	95	96	95

Provincial Satisfaction Surveys (2002-03)

Satisfied (most or all of the time) with achievement in mathematics (%)

		2002		2003	
		Dist	Prov	Dist	Prov
Students	Grade 4	81	82	83	85
	Grade 7	67	73	75	76
	Grade 10	53	52	54	56
	Grade 12	44	40	43	45
Parents	Elementary schools	64	65	70	68
	Secondary schools	55	52	68	56

Letter grade / FSA comparison for grades 4 and 7 (2003)

	Grade 4		Grade 7	
	Math	FSA Numeracy	Math	FSA Numeracy
A	19	12	21	5
B	36		32	
C+	22	77	13	78
C	12		13	
C-	5	11	15	18
F	7		5	
Total Success	88	89	80	82

District Grading Summary 2003**Mathematics**

	A	B	C+	C	C-	F	C or better
Grade 4	10	36	22	12	5	7	88
5	22	35	21	12	5	6	89
6	22	31	22	13	7	5	88
7	21	32	13	13	15	5	80
8	23	27	15	15	15	6	79
9	12	22	14	13	17	7	77

G. Strategies and Structures to Support Achievement – Objective 2 (cont'd)**Strategies/Initiatives to support this goal:**

- Conduct numeracy network sessions at least three times/year to identify strategies that would support improved student success in mathematics.
- Host school and district-level in-service with Trevor Calkins to model strategies that support student numeracy (March 8-10 and March 29-31, 2004).
- Establish early numeracy assessment pilots in at least four schools. Share results and the assessment tool with principals, vice-principals, teachers and parents.
- Encourage and support schools in the development of school-wide or grade-level common assessment tools.
- Support the use of criterion-based assessment practices in mathematics by hosting in-service sessions that promote the use of rubrics and performance standards.
- Analyze FSA results to determine which strand(s) need immediate attention.
- Host a summer institute with Kim Sutton (Aug. 25-26).
- Purchase Math 44 resources and provide in-service opportunities for teachers in schools with a math goal (grades 1-9).
- Hold articulation meetings with math teachers at the transition grades (i.e., 3-4; 6-7; 9-10 to identify strengths and areas needing attention).
- Direct intervention from the half-time aboriginal education support teacher in the area of early numeracy (based on an analysis of students with greatest need).
- Secondary math support from the aboriginal teachers at Vanier, Highland and Isfeld

G. Strategies and Structures to Support Achievement – Objective 2 (cont'd)

- Successmaker pilots at schools with a math goal (Miracle Beach, Puntledge Park ...)
- Explore “Riverdeep – destination Math” technology software and decide whether to implement.
- Pilot Nelson math resources at a number of elementary schools.

Resources to support this goal:

	<i>Local</i>	<i>Outside presenters</i>	TOTAL
• in-service:	\$ 3000	\$ 15000	\$ 18,000
• resource pilots at two school sites			\$ 2,000
• research resources for school leaders			\$ 1,000
• support early numeracy pilot (release time 10 @ \$200)			\$ 2,000
• Math 44 resources 100 @ \$20			\$ 2,000

G. Strategies and Structures to Support Achievement (cont'd)**Objective 3: To improve social responsibility K-12**

Rationale: Analysis of student and parent satisfaction surveys, combined with research about the impact of the learning environment on future success, leads us to endorse what many of our school planning councils have already included in their school growth plans. Specifically we would like to assist students in finding ways to peacefully resolve conflicts, value differences, and contribute to their classroom, school and community in meaningful ways.

Performance Indicators:

- performance standards for social responsibility – district collection of “Quick Scale” assessment for all four strands at grades 2, 5 and 8
- satisfaction surveys
- school safety and bullying audits
- discipline referrals
- reports of violent behaviour
- leadership or service records from schools

Results: (See district profile and attached data sheets.)

Targets are set by schools in their growth plans. The district target is to ensure that our schools meet 85% of their goals/targets.

Provincial Satisfaction Survey

Level of Satisfaction with Human and Social Development

		Somewhat dissatisfied				Mostly satisfied				
		Dist	Prov	At no time	Few times	Some times	Many times	All the time	Dist	Prov
Students	Grade 4	8	8	2	6	16	32	45	77	76
	Grade 7	17	12	5	12	24	34	26	60	68
	Grade 10	31	28	11	20	28	24	17	41	44
	Grade 12	30	27	11	19	29	24	18	42	45
	Average	21.25	18.75	7.25	14.25	24.25	28.5	26.5	55	58.25
Parents	Elem. schools	14	13	3	11	31	38	17	55	57
	Sec. schools	18	12	6	16	40	29	10	39	41
	Average	16	12.5	4.5	13.5	35.5	33.5	13.5	47	49

G. Strategies and Structures to Support Achievement – Objective 3 (cont'd)**Satisfaction survey – safe many times or all of the time (%)**

Question: Do you/your child feel safe at school?

	Students			Parents		
	2002	2003	2004	2002	2003	2004
Grade 4	82	82		85	84	
Grade 7	75	69				
Grade 10	72	68		76	85	
Grade 12	78	77				

Satisfaction survey – safe at no time or few times (%)

Question: At school are you, or is your child, bullied, teased or picked on?

	Students			Parents		
	2002	2003	2004	2002	2003	2004
Grade 4	71	72		67	71	
Grade 7	72	73				
Grade 10	83	82		77	83	
Grade 12	78	82				

Strategies/Initiatives to support this goal:

- Develop a school-wide and district-wide tracking system for behaviour incidents.
- Collect “Quick Scale” assessments of social responsibility at least twice each year at grades 2, 5 and 8. Host training sessions for all schools in the early fall in how to conduct such assessments.
- Support schools that have identified a social responsibility goal by providing training in an appropriate program of support (ie. EBS, Restitution, Lions-Quest, Safe Teen, Bully B'Ware...).
- Conduct a review of Positive Classroom Discipline by hosting a three-session series for previous participants.
- Host a restitution meeting for schools and staff to share what's working and to identify areas needing further support.
- Host a second annual “Drugs and our Children” session with community partners.
- Host a safe schools network to share success, examine strategies that have been successful, and to propose ideas for the *District Plan to Support Teaching and Learning*.
- Host a Lions-Quest training session in Oct. 2003 and/or Feb. 2004.
- Share locally developed bullying surveys and develop a common district survey.

G. Strategies and Structures to Support Achievement – Objective 3 (cont'd)

- In-service for Virtues Project from local presenter Cathy Jackson (Sept. 25 with Royston and as needed or requested from others).
- Non-violent crisis intervention training (local trainer Esther Shatz).
- Cultural awareness activities – see aboriginal education section
- Invisible disabilities workshop for students (Jan. 19, 2004 at Courtenay Middle) arranged for Grade 7 students with Comox Valley Learning Disabilities Association.
- Community Links initiatives (grant kproject, analysis of data, development of an action plan)
- assessment/data trining in performance standards, etc.
- Examine the Safe Schools Task Force requirements and develop appropriate response plan.
- Autism training sessions for district staff, school personnel and parents.

Resources to support this goal:

• In-service:	Local	Outside presenters	TOTAL
	\$ 2500	\$ 5000	\$ 7,500
• Learning resources			\$ 2,000
• Release time for survey development (10 @ \$200)			\$ 2,000

G. Strategies and Structures to Support Achievement (cont'd)

- 2) Funding: Schools are allocated \$4.00 per student to use in support of their school growth plans. Additional funding has been provided to some schools to support more difficult objectives.
- 3) The superintendent and the assistant superintendent met with each school to discuss the school growth plan and will continue to monitor school progress.
- 4) Each month, on a rotating basis, a school provides the board and the public with a report on the progress made in their school growth plan. This is done at the board's Education Committee meetings that are attended by the full board and are open to the public.
- 5) At each of the PAC and SPC meetings and in monthly school newsletters to parents, an update regarding the school growth plans is given.
- 6) This year, a district planning council is being developed and will begin to meet. A description follows.

District Planning Council

In order to review student success at the district level and ensure the school district is supporting the schools in an effective and efficient way, a district planning council has been established to do the following:

- a) Review the *District Plan to Support Teaching and Learning* and the *Accountability Contract* and make recommendations to management.
- b) Review district-level data, such as FSA results, survey results, and provincial exam results and make recommendations to the district.
- c) Discuss other issues as requested by the superintendent.

G. Strategies and Structures to Support Achievement (cont'd)

The district planning council will have the following members --
(chaired by the Superintendent):

- three parents selected by DPAC
- three teachers selected by the CDTA, preferably from teachers sitting on SPCs
- three support staff selected by CUPE
- five students, one from each secondary school (Student Services schools considered one, and NIDES), selected by the students
- three principals, selected by the P/VP association
- all school trustees
- Assistant Superintendent
- Director of Student Services
- District Vice-Principal of Aboriginal Programs
- three “at large” members of the public, selected by the Board
- one representative of North Island College, selected by NIC
- one representative from pre-school
- one representative from ESSPA
- Principal of NIDES
- one representative from the Aboriginal Education Council
- District Principal, Education Technology

d) Technology

The district will continue to explore ways that technology can support student learning and success by integrating initiatives within district objectives and, where appropriate, school goals.

G. Strategies and Structures to Support Achievement (cont'd)**e) Student Services Plan***i) Crisis Prevention Intervention (CPI) Training – 8 hour certified course*

- Identify schools with high needs in CPI training.
- Train teachers/ teaching assistants/ principals/ vice principals.
- Provide release time for staff.

ii) Adjudication

- Release time to work with secondary learning assistance/ resource teachers and school psychologists to develop and fine tune district adjudication processes
- Release time for middle and secondary learning assistance/ resource teachers and school psychologists to co-ordinate and develop protocols for adjudication for the grade 10 exams

iii) Middle School Learning Assistance/ Resource

- Co-ordination of services at the middle school level
- In-service in school-based testing required for adjudication for grade 10 exams (provided by school psychologists)
- Purchase testing materials for middle schools

iv) Elementary Learning Assistance/ Resource Model

- Examine the elementary learning assistance/resource delivery model by creating a focus group made up of learning assistance / resource teachers, administrators, district staff to look at best practices
- Release time for teachers to work together to coordinate services
- Release time for learning assistance / resource teachers to develop criteria for data collection
- Work with literacy teachers to link learning assistance teachers to literacy initiatives and strategies

v) Autism Training

- Work with north island districts to provide five-day training (POPARD Professional Course) for 30 teachers (10 from Comox Valley) – Oct. 24-25, Nov.7, Nov. 23-24
- Work with north island districts to coordinate the provision of three-day POPARD advanced training for 15 teachers (four from Comox Valley)
- Develop a series of after-school workshops, with the autism support teacher and speech/language pathologist, for teachers and teaching assistants (Series of five workshops – Oct/ Dec/Feb/Mar/Apr)
- In partnership with North Island College Human Service Worker program, develop a credit course in the HSW program to be offered as an elective course in the HSW program (January/February) and will be open to teaching assistants and teachers in School District No. 71

G. Strategies and Structures to Support Achievement (cont'd)

f) Other District Initiatives

- district planning council (training and review of school growth plans)
- health and safety initiatives – school safety committee training, crisis response training
- fine arts cultural events
- Hornby Island Outdoor Education Centre
- international students program

H. Results of the 2002 – 2003 Accountability Contract

1. Graduation Rate

- a) Target: to increase overall graduation rate to 81%
Data: overall graduation rate increased to 82%
- b) Target: to increase male graduation rate to 79%
Data: male graduation rate 79%

2. Provincial Exam Results

- a) Target: to increase the average score in Français Langue 12 by 3% over 68.9% (2002), with no change in participation rates
Data: average Français Langue 12 score increased to 69%
- b) Target: to increase the rate of As and Bs in Français Langue 12 by 5% over 38.5%
Data: rate of As and Bs is 38%
- c) Target: to increase the average score in Physics 12 by 3% (from 68.9%), with no change in participation rate
Data: average Physics 12 score 69% with a 12% participation rate

3. Percentage of Primary Students (Grade 3) Meeting or Exceeding Expectations

- a) Target: to develop baseline data for grade 3s
- b) Data: Work with schools in progress and results reflected in the 2003-04 school growth plans as reported in this document.

4. Human and Social Development

- a) Target: to develop targets in this area as provincial information becomes available
- b) Data: Work with schools in progress and results reflected in the 2003-04 school growth plans as reported in this document.

H. Results of the 2002 – 2003 Accountability Contract**5. Computer Skill Development**

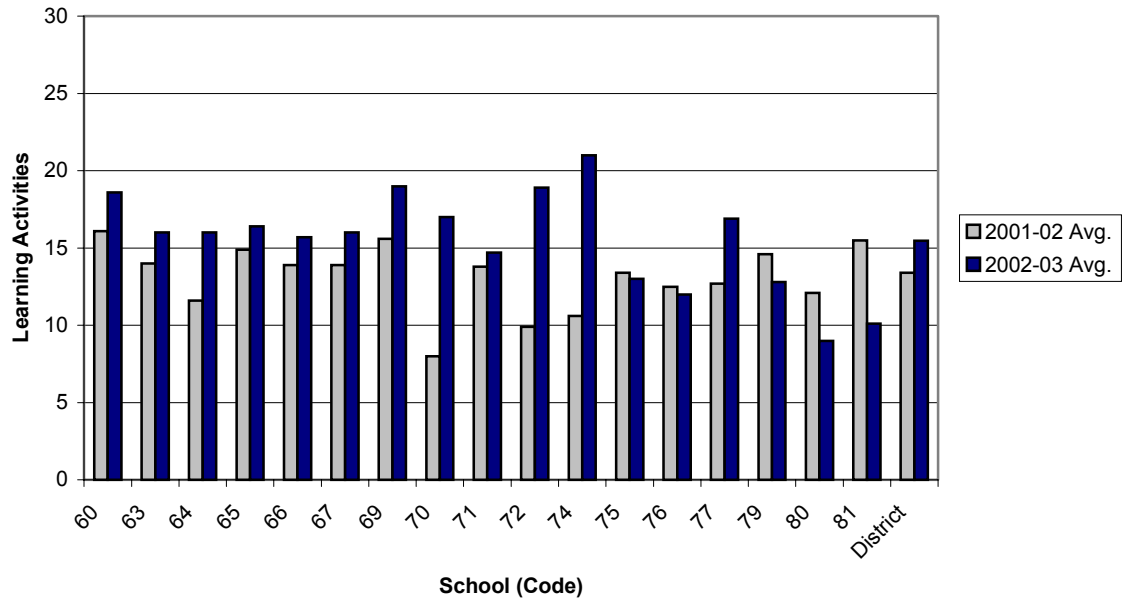
- a) Target: at least 13.4 in grade 4; 20.8 in grade 6
 b) Data:

School & Code		Grade 4		Grade 6	
		2001-2002	2002-2003	2001-2002	2002-2003
Robb Road	50	10.6	-	22.9	-
Arden	60	16.1	18.6	21.8	18.3
Brooklyn	63	14	16	20	19
Comox	64	11.6	16	17.5	13.6
Courtenay	65	14.9	16.4	28.4	17.6
Cumberland	66	13.9	15.7	20.9	11.7
Denman	67	13.9	16	21.2	15
Glacier View	69	15.6	19	24.9	12.3
Hornby	70	8	17	24	17
Puntledge Park	71	13.8	14.7	20.8	11.13
Royston	72	9.9	18.9	27.1	10.23
Tsolum	74	10.6	21	20.5	18.2
Union Bay	75	13.4	13	17	14
Village Park	76	12.5	12	21.8	15.1
Airport	77	12.7	16.9	16.1	14.6
Miracle Beach	79	14.6	12.8	21.6	11.8
Valley View	80	12.1	9	13	14.8
Huband Park	81	15.5	10.1	21.6	12
District		13.4	15.5	20.8	14.5

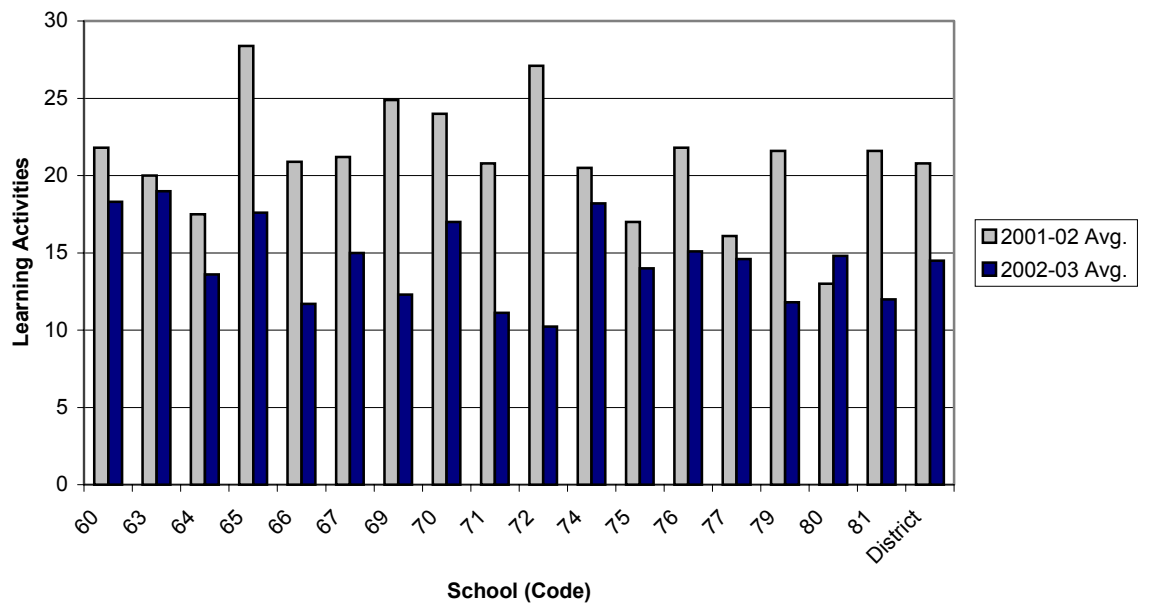
H. Results of the 2002 – 2003 Accountability Contract

5. Computer Skill Development (cont'd)

Grade 4



Grade 6



H. Results of the 2002 – 2003 Accountability Contract

6. Aboriginal Education

Please see Section E (Aboriginal Education Performance Improvement Agreement Goals) for reports on progress toward each target in 2002-03 as well as targets for 2003-04.