



**School District 64 • Gulf Islands
 Accountability Contract
 2007-2008**

SCHOOL DISTRICT 64 • GULF ISLANDS

<p>GOAL 1 “What?” Goal statements help to focus priorities for improving student learning. Objectives help to focus goals into more specific areas of attention.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • be polite and respectful of one another • be accepting of differences in people • be responsive to others’ needs • be responsible for their own actions • engage in leadership opportunities
<p>Rationale “Why?” A rationale is a thorough and connected set of reasons, based on evidence, for the selection of goals and objectives.</p>	<p>The staff of Fulford School believes that our students have an on-going need to develop skills in interpersonal relationships, in how to be part of a group, and in various areas of leadership. Caring, friendly relationships have always been a strength at Fulford and we want to continue to build on this strength. This year we see more mingling of boys and girls playing sports activities together at break times and we would like to see that continue. We have been working successfully on closing the gap between boys and girls in terms of performance standard evaluations. We continue to see the need for more environmental awareness in our woods and playgrounds, especially regarding garbage and disfiguration of the forest. Our most recent discussions have shown us that there are three particular areas of leadership which we still see the need to focus on with all students: a continued focus on developing empathy, increased attention to environmental stewardship, and more formalized organization of activities “by students for students”.</p>
<p>Performance Indicators/ Evidence “Data”</p>	<ul style="list-style-type: none"> • classroom data collected and interpreted by classroom teachers using performance standards • annual Satisfaction Survey results • “therapy dogs” in the school (occasionally in classrooms,

<p>Performance Indicators are measures used to indicate progress towards attainment of goals and objectives.</p>	<p>and as designated reading buddies)</p> <ul style="list-style-type: none"> • graph of Malawi fund-raising • Roots of Empathy program in one or more classrooms • enthusiastic support by students for regular music performances in music class • “Acts of Kindness” are showing more integrity • successful friendship groups • increased awareness of fund-raising in all students
<p>Performance Indicators/ Evidence <i>Data</i></p>	<ul style="list-style-type: none"> • classroom data collected and interpreted by classroom teachers using performance standards • annual Satisfaction Survey results • “therapy dogs” in the school (occasionally in classrooms, and as designated reading buddies) • graph of Malawi fund-raising • Roots of Empathy program in one or more classrooms • enthusiastic support by students for regular music performances in music class • “Acts of Kindness” are showing more integrity • successful friendship groups • increased awareness of fund-raising in all students
<p>Performance Targets <i>What do we want to achieve?</i></p>	<ul style="list-style-type: none"> • more students will be involved in the Expert Social Peer program • students will show more awareness of environmental stewardship of the woods and the schoolgrounds in general • weekly student donations to the Malawi fund will continue • the “Acts of Kindness” box will be full • there will be lots of interest in the Office Helper program by the older students • all students will be exposed to leadership opportunities • a variety of student-organized activities will be going on in the school
<p>Strategies <i>With what and how?</i></p>	<p>make social responsibility issues an integral part of Whole School Meetings—especially with issues being brought forth by students</p> <ul style="list-style-type: none"> • continue with the connection with Kasina School in Malawi • incorporate Africa as a whole school theme in 2007-2008; plan for it in September • establish a connection with a local community group (eg. Rotary Club) which is involved with wider global issues, hopefully in Malawi

- continue to model and develop empathy and peer social coaching with a wider spectrum of students, through an expanded Expert Social Peer program
- look for creative ways to fund the expanded Expert Social Peer program, so more students can be trained, starting at a younger age
- revisit the notion of a Leadership Group in 2007-2008
- provide active adult support and direction for the leadership interests expressed by the students (eg. garden club, sports organizers, Office Helpers, Green Team recyclers, etc.)
- develop a school-wide plan for stewardship of the schoolgrounds by classes (and increased awareness of the cubby areas in the hallways)
- communicate with parents and solicit their help when needed for leadership activities
- talk to other schools with successful leadership programs, to share ideas that work
- use family group meetings when necessary for school-wide problem-solving and art blitzes; set up a year's schedule in September
- provide in-class exposure to different aspects of leadership by having each class organize a whole school event twice a year
- have on-going discussions and follow-up of social responsibility issues as a regular part of staff meetings
- use in-class time whenever possible for social responsibility programs and issues, rather than as an added extra
- lobby for counselling time as part of our staffing for 2007-2008
- continue to have a relationship with the Community Centre counselor to augment the time allowed by our staffing
- use common, clear, and kid-friendly language
- focus on: being polite, making eye contact, responsive conversation, respectfulness, turn-taking, listening, and making helpful suggestions
- have regular class meetings in every classroom

Achievement of Performance Targets

How do we know we're there?

- assessment using performance standards will provide

	<p>evidence of growth</p> <ul style="list-style-type: none"> • Satisfaction Surveys from students, parents, (and perhaps teachers) will provide evidence of growth • the woods and the schoolgrounds in general will be cleaner and there will be fewer instances of defoliated plants in the woods • there will be more money sent to Malawi • there will be new students' names on the list of students who have participated in the Expert Social Peer program • each class will have organized at least one whole school activity in 2007-2008 • there will have been a variety of successful student-organized activities going on in the school in 2007-2008 <ul style="list-style-type: none"> • there will be a connection with a local community group involved in community work in Malawi
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