

Chilliwack School District #33

Student Performance Plan 2006-2008

*Our aim is
For each student to be a successful graduate prepared for
opportunities beyond graduation*

2006/2007

Introduction:

The Board of School Trustees and all staff of Chilliwack School District are committed to continuously improving student learning.

The 2005/06 Accountability Contract indicated that the district had made considerable strides toward using achievement data at the district and school levels. However, despite our best efforts, the manner in which we have been using data for decision-making has not resulted in the gains in student learning that we desire.

In January 2006, with the assistance of Dr. Victor Glickman, the district leadership team began a process to examine our use of student achievement information to explore more effective ways to collect, analyze and use data to inform instruction, policy, and decision-making in our school district.

Through a series of in-depth discussions and inquiries, we made the following decisions that form the foundation for our Student Performance Plan.

1. Our plan will demonstrate our use of data to promote accountability, make decisions regarding teaching and learning, and to work with parents and other community partners in order to provide the conditions for each student to achieve successful graduation.
2. Our over-riding goal for all students is to have each student graduate prepared to pursue an opportunity beyond graduation.
3. Our plan will account for all learners and we will focus on the real needs of “at risk” learners at each grade level in order to identify more effective interventions at the classroom, school, family of schools and district levels.
4. We will use the ‘professional judgment’ of our teachers as important data in identifying issues and interventions for students who we are concerned are not developing the knowledge and skills that will lead them to successful graduation.
5. We will identify our intervention strategies based on an intervention model that considers the inter-relationships between the teacher, student, parent and curriculum. Using this model and our student data we will identify ‘points of intervention’ based on best educational practice and subsequently review these practices to understand what worked and what did not.
6. To support our belief that excellent teaching is the best intervention for improving learning for all students, we will focus district energy and resources on developing the knowledge and skills of our professional teaching staff and our educational leadership team.
7. We will use the concept of the Professional Learning Community to build a district culture that supports a strong focus on learning, collaborative teams, collective inquiry, action orientation/experimentation, commitment to continuous improvement and a results focus.

Context:

The Chilliwack School District provides educational services in 20 elementary schools (gr.1-6), 5 middle schools (gr.7-9), 1 middle/secondary school (gr.7-12), and 2 secondary schools (gr. 10-12). The district also offers programs to students through Fraser Valley Distance Education, Chilliwack Education Centre (Futures), Chance Alternate School, and Sto: lo Alternate School.

Our Students:

Sept 2006	Student total	Abor.	ESL	French Immer.	Sp. Ed Lev 1	Sp. Ed Lev 2	Sp. Ed Lev 3	High Incid.	300 file 'at risk'
K. .5	740	36	19		1	13		2	
K. Full	61	47	13			1			
Gr. 1	808	102	25			16	6	4	
Gr. 2	842	123	25		1	24	3	15	30
Gr. 3	824	118	22		1	29	9	14	16
Gr. 4	902	125	27		1	34	5	21	13
Gr. 5	990	116	22		2	24	12	41	16
Gr. 6	928	119	15	62	1	43	8	50	10
Gr. 7	1064	123	15	82		28	6	67	9
Gr. 8	1025	126	9	88	1	30	5	58	18
Gr. 9	1027	105	13	48	2	20	11	57	14
Gr. 10	1231	105	10	61	1	25	9	62	12
Gr. 11	1591	127	12	44	1	24	6	63	10
Gr. 12	881	71	6	50	2	34	14	52	12
*Sec ungraded	630	116	2		2	9	58	105	
Totals	13,544	1669	233	435	16	354	152	611	160

*Includes Ed Centre and Chance students

Our Educational Staff: *Each member of our educational community has a responsibility to contribute to student learning and provide instruction and support for students to reach graduation.*

***Our aim is
For each student to be a successful graduate prepared for opportunities beyond graduation***

If we are to be successful in our aim, we must know how each student is performing at each grade level. We must have data or evidence of student learning to assure accountability, to inform teaching and learning, to develop supportive connections with the family and community, and implement effective ways to share teaching and learning information from level to level.

Traditional Accountability

Summative data enables us to be accountable for our students' overall progress. We believe it is important to be accountable for progress through the K-Gr.12 continuum and as such will use cohort data to track our progress.

Data/Evidence Sources

- Primary Reading Levels
- DART (Grade 3, 6, 9)
- District Exams (Gr.9)
- FSA (Grade 4 and 7)
- Provincial Exams
- Retention/Completion

See Appendix 1

Informing Teaching and Learning

Student data/evidence provides us with the information to make critical decisions about teaching and learning. This is the process of using student information to design and implement lessons, assess results, and adjust instructional decisions in light of those results.

Data/Evidence Sources

- Performance Standards
- Teacher professional judgment
- Report card and IEP analysis
- Individual Primary Assessment Summary Sheet
- DART analysis
- District Exam analysis
- FSA Item analysis
- Provincial Exam Item analysis

Family and Community Connections

Parent support and involvement in education is a powerful factor in student learning. A challenge for the school system is to determine ways to access parent support and work with other community agencies to increase the likelihood of each student reaching graduation.

Data/Evidence Sources

- Early Development Inventory
- Performance Standards
- Teacher professional judgment

Identification and Implementation of Intervention Strategies

Schools and the School district will use the three sources of data to identify questions, determine strategies and structures for improved student learning, monitor progress, reflect on our learning, and identify new questions.

1. Traditional Accountability

- Do we have the best data to track for accountability?
- How can we demonstrate accountability for the learning of each cohort group as they travel the continuum from kindergarten to grade 12?

1.1 The District will gather evidence of student learning (summative) by cohort so that student progress can be monitored as students move along the kindergarten to grade 12 continuum. Targets for cohort groups will be identified as follows:

- Primary Reading Levels at Grades 1-3
- Reading comprehension (DART) Grades 3, 6 and 9
- FSA (Reading, Writing, Numeracy) Grades 4-7
- Provincial Exams Grades 10-12

Rationale: We believe that it is important for us to fully understand the conditions that promote successful education over the K-12 continuum. Gathering and analyzing the data in this manner will help us determine student needs and more effective interventions.

Action Plan	Responsibility	Timeline	Results	Reflections/Questions
1. Develop the data warehouse that will enable the gathering of assessment information by student PEN number so that the district has ready access to cohort information.	Superintendent	Spring 2007		
2. Continue with development/ implementation of a district wide grade 9 English exam	Ass't Supt. & Middle/Sec Dep. Heads	Sept 06- June 07		
3 Continue with development/ implementation of a district wide grade 11 Math Principles final exam	Ass't Supt. & Middle/Sec Dep. Heads	Sept 06- June 07		
4. Continue with development and implementation of Social Studies 9 common exam.	Ass't Supt. & Middle/Sec Dept. Heads	Sept 06- June 07		
5. The Science 9 and Math 9 district final exam will be developed for implementation in June 2008	Ass't Supt. & Middle/Sec Dept Heads			
6. Determine method to gather completion/retention data K-grade 12 by PEN number.	Superintendent	Spring 2007		

2. **Teaching and Learning:**

Key Questions:

- How can we effectively build our school/district culture to better enable educators to undertake action research?
- How can we more effectively support educators in gathering information on student achievement to inform instruction (formative assessment)?
- As a school district, how do we respond when students don't learn? (example: impact of transiency and absenteeism)

2.1 The District will implement the Professional Learning Community Model to enable educators at the school and district levels to answer the questions:

- What is it that we want all students to learn?
- How will we know when each student has acquired the essential knowledge and skills?
- What happens in our school/district when a student does not learn?
- How will we know when our interventions are successful?

Rationale: Implementation of this model will provide the district with a consistent way to view student learning and processes for problem solving related to student learning.

Action Plan	Responsibility	Timeline	Results	Reflections/Questions
1. Janet Malone will present 5 sessions (monthly) to enable school and district teams to fully understand and use the PLC model with their communities	Executive Team & School Teams	Sept 2006-May 07		
2. Educators, students and parents will be provided with opportunities to engage in study sessions that will enable in-depth exploration of topics related to student learning and research based best practices.	Executive Team	Sept 2006-June 07		
3 The Principals and Vice-principals meeting format will be used to contribute to our understanding of the PLC model and development of the PLC teaching and learning student report system.	Executive Team & CAA	Sept 2006-June 07		

Action Plan (Con't)	Responsibility	Timeline	Results	Reflections/Questions
4. Aboriginal Enhancement Agreement will be developed to determine strategies to improve learning of Aboriginal students. Our Local Education Agreements are being reviewed and revised with a focus on improving student learning of our First Nations students.	Assist Supt And Aboriginal Advisory	Sept 2006- June 07		
5. Develop and implement a web based PLC Case Management Report capability.	Executive Team	Sept. 06- Sept. 07		
6. Leadership development group will continue with their study of PLC model and leadership projects.	Assistant Supt	Sept 2006- June 07		
7. Through a collaborative process, the student services staff will provide researched best practice support to school staff and students with special needs and vulnerable and at-risk learners.	Dir. St. Services & District Principal	Oct 06- June 07		
8. Continue work with transitions for students from pre-school-elementary-middle-secondary- beyond gr. 12. Evaluate current strategies and determine more effective ways to share student information from level to level.	Executive team	Sept 06- June 07		
9. Conduct middle/secondary review to determine reasons that students are not successful or leave school prior to grade 12. Recommendations from this review will form strategies for the October 2007 revised Performance Plan	Assistant Supt	Jan 07-June 07		
10. Implement recommendations from the alternate education review conducted in spring 06. Determine if current alternate programs are sufficient to meet needs of students.	Assistant Supt	Sept 06- June 07		
11. Over a two year period, provide 'collaboration time' (.2FTE) to each school to enable school teams to attend staff development sessions and to enable time at the school level to address the key questions -What do we want students to learn? -How will we know when they learn it? -What will we do when students don't learn? -How can we share this knowledge K-12?	Executive team & School-based administrators	Sept. 06- June 08		

2.2 Continue to support the work of schools in improving development of literacy, numeracy and social responsibility.

Rationale: The literacy and numeracy project school project developed momentum and skill in schools participating. We must continue to build on this work.

Action Plan	Responsibility	Timeline	Results	Reflections/Questions
1. Continue with the initiatives outlined in the Literacy Innovation Grant proposal (oral language development)	Executive team	Sept 06- June 07		
2. Helping teacher support for literacy and numeracy development at each school.	Curric Helping teachers	Sept 06- June 07		
3. Teacher-librarians will facilitate discussion with their teaching staff to select and provide materials at multiple reading levels in key areas of study; for instance, Science and Social Studies, in order to engage all levels of learners in key curricular topics.	Teacher-librarian PSA & Director of Curriculum and Staff Dev	Sept 06- June 07		
4. The district will facilitate liaison between teacher-librarians within Families of Schools to ensure that struggling middle school readers have access to literacy resources at their independent reading level, easing their transition to middle school.	Director of Curriculum & Staff Dev and Teacher-Librarian PSA			
5. The district will facilitate the elementary teacher-librarians piloting an Early Years Initiative and tracking participating children through grade one.	Director of Curriculum & Staff Dev and Teacher-Librarian PSA			
6. Continue with implementation of the (draft) English 9 district exam. The draft has been sent to Director Ruth Wiebe who will meet with the English Writing Committee and middle school teachers of English to determine implementation strategies. A pilot proposal is being considered for the 2006/07 school year.	Director of Curriculum & Staff Dev.			

Action Plan 2.2 con't				
7. District and school-based Social Responsibility teams will continue coaching and providing support for schools implementing researched best practice	Director of Student Services			

2.3 Develop the PLC Case Management system to gather and share teaching and student learning information based on ‘teacher professional judgment’. Develop specific interventions for students we are concerned about.

Rationale: Teachers have a great deal of knowledge about each student based on a variety of classroom observations and assessments.

Interventions must be ‘personalized’ to meet individual student needs.

Action Plan	Responsibility	Timeline	Results	Reflections/Questions
1. Each year teachers will identify <ul style="list-style-type: none"> ➤ Students they are ‘concerned about’ at K-grade 3 ➤ Students who are not successfully engaged in learning at grades 4-8; and ➤ Students who are ‘at risk of not successfully graduating’ at grades 9-12. Student information will be gathered by PEN number so that it can be tracked K-12.	Executive team and School-based Administrators	Sept 2006- June 2007		
2. Once we have identified the students we are most concerned about, we will explore and develop a system of ‘case management’ that will identify/implement the specific interventions that are needed for individual student success.	Executive team	Sept 2006- June 2007		
3. Identify, implement and assess intervention strategies	Executive team and school-based staff	Jan. 07- June 08		
4. “Case management’ project will begin with the AD Rundle family of schools.	Executive team and ADR family of schools	Sept. 06- June 07		

3. **Family and Community Connections**

Key Questions:

- How can we better communicate, share information, and partner with community organizations who also provide services for our students?
- How can the school district better support effective parent involvement in student learning?
- When parents are not involved/supportive of the educational process, how can the school district minimize this impact on student learning?

3.1 The district will partner with community organizations on projects that are designed to support family literacy and social responsibility.

Rationale: By combining our resources, we can be more effective in meeting the needs of families and students.

Action Plan	Responsibility	Timeline	Results	Reflections/Questions
1. Implement Strong Start pilot project (Ministry of Ed funding)	Director of Student Services	Sept 2006- June 2007		
2. The Treatment Resistant youth Task Force of the Child and Youth Committee (CYC) will endeavor to track the whereabouts and identify community supports for students who have left school (Middle/ Secondary) and have not registered in another educational setting.	Director of Student Services	Oct. 2006- May 2007		
3. The Universal Preschool Steering Committee, made up of district staff and community partners will explore issues and develop an action plan to facilitate the inclusion of preschools in elementary schools. These preschools would offer subsidized or free spaces to families on a need basis. The preschools would also offer supported spaces to students with significant emotional/social/behavioral issues.	Director of Student Services	Sept. 2006- June 2007 First preschool spaces available for Sept. 07.		

Action Plan	Responsibility	Timeline	Results	Reflections/Questions
<p>4. Working in partnership with community agencies, schools will offer outreach support to families who are identified through a developmental survey (Nipissing or Ages and Stages Developmental Surveys) that is provided to all children during the Kindergarten registration process.</p> <p>5. The District-wide kindergarten registration process is completed earlier (Late October-November) in the school year, prior to entry, to provide community agencies a longer opportunity to work with the families prior to school start-up than would normally have been available.</p>	Director of Student Services	Nov. 2006- June 2007 Implementation In Oct. 2007		

- 3.2 The district will partner with community organizations to determine ways to share information and resources to support students we are concerned about.
Rationale: We believe that coordination of support and services will result in greater success for students we are concerned about.

Action Plan	Responsibility	Timeline	Results	Reflections/Questions
1. Identify leaders of community agencies and set meeting dates to discuss opportunities and roadblocks to sharing information and resources to support students. Develop an action plan.	Superintendent	Jan07- June 08		

Appendix 1
Traditional Accountability

FSA Results
DART Results
Provincial Exam Results

Cohort Data

Note: We believe that using cohort data will enable us to better identify specific student needs, develop specific interventions to address the needs, set realistic targets, and monitor results of our interventions and overall student learning. At this time we are in the early stages of developing our processes for tracking student cohort data. We have reorganized our historical data to demonstrate how cohort data may be viewed.

***Please note that this year and in the future, we will gather cohort data that indicates the number of students meeting/exceeding expectations and the number not meeting expectations. Following the 06/07 baseline data year, we will set specific targets to reduce the number of students in each cohort who are not meeting expectations (at risk of not graduating).**

2000/01 Cohort

Assessment	K (00/01)	Gr. 1 (01/02)	Gr. 2 (02/03)	Gr. 3 (03/04)	Gr. 4 (04/05)	Gr. 5 (05/06)	Gr. 6 (06/07)	Gr. 7 (07/08)
Independent Reading (PM/DRA)		70%	86%					
DART				88%			<u>Target</u> 90%	
FSA Reading					75%			<u>Target</u> 77%
FSA Writing					92%			<u>Target</u> 92%
FSA Numeracy					83%			<u>Target</u> 85%
Teacher Professional Judgment							**	



**Goal: During the 2006/07 school year teachers will identify students who are ‘not engaged in learning’ and therefore we are concerned may be at risk of not successfully graduating. (Data: Teacher professional judgment and DART). Specific interventions will be identified in order to improve student engagement/learning.

2001/02 Cohort

Assessment	K (01/02)	Gr. 1 (02/03)	Gr. 2 (03/04)	Gr. 3 (04/05)	Gr. 4 (05/06)	Gr. 5 (06/07)	Gr. 6 (07/08)	Gr. 7 (08/09)
Independent Reading (PM/DRA)		72%	88%					
DART				91%			<u>Target</u> 92%	
FSA Reading					84%			<u>Target</u> 85%
FSA Writing					90%			<u>Target</u> 91%
FSA Numeracy					84%			<u>Target</u> 85%
Teacher Professional Judgment						**		

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**Goal: During the 2006/07 school year teachers will identify students who are ‘not engaged in learning’ and therefore we are concerned may be at risk of not successfully graduating. (Data: Teacher professional judgment). Specific interventions will be identified in order to improve student engagement/learning for these students.

2002/2003 Cohort

Assessment	K (02/03)	Gr. 1 (03/04)	Gr. 2 (04/05)	Gr. 3 (05/06)	Gr. 4 (06/07)	Gr. 5 (07/08)	Gr. 6 (08/09)
Independent Reading (PM/DRA)		72%	88%				
DART				(Total 763)			<u>*Target</u>
Not yet				67			50
Minimally				369			250
Fully				319			400
Exceeding				8			63
FSA Reading					<u>*Target</u> 77%		
FSA Writing					<u>*Target</u> 90%		
FSA Numeracy					<u>*Target</u> 84%		
Teacher Professional Judgment					**		

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**Goal: During the 2006/07 school year teachers will identify students who are ‘not engaged in learning’ and therefore we are concerned may be at risk of not successfully graduating. (Data: Teacher professional judgment and FSA). Specific interventions will be identified in order to improve student engagement/learning for these students.

2003/04 Cohort

Assessment	K (03/04)	Gr. 1 (04/05)	Gr. 2 (05/06)	Gr. 3 (06/07)	Gr. 4 (07/08)	Gr. 5 (08/09)	Gr. 6 (09/10)
Independent Reading (PM/DRA)		74%	87%				
DART				<u>Target</u>			
FSA Reading							
FSA Writing							
FSA Numeracy							
Teacher Professional Judgment				**			



**Goal: During the 2006/07 school year we will identify students who teachers are ‘concerned about’ at grade 3. (Data: Teacher professional judgment and DART). Specific interventions will be identified in order to improve student engagement/learning for these students.

2004/05 Cohort

Assessment	K (04/05)	Gr. 1 (05/06)	Gr. 2 (06/07)	Gr. 3 (07/08)	Gr. 4 (08/09)	Gr. 5 (09/10)
Independent Reading (PM/DRA)		70%	<u>Target</u> 85%			
DART						
FSA Reading						
FSA Writing						
FSA Numeracy						
Teacher Professional Judgment			**			



**Goal: During the 2006/07 school year we will identify students who teachers are ‘concerned about’ at grade 2. (Data: Teacher professional judgment and Independent Reading Level). Specific interventions will be identified in order to improve student engagement/learning for these students.

2005/06 Cohort

Assessment	K (05/06)	Gr. 1 (06/07)	Gr. 2 (07/08)	Gr. 3 (08/09)	Gr. 4 (09/10)
Independent Reading (PM/DRA)		<u>Target</u> 75%			
DART					
FSA Reading					
FSA Writing					
FSA Numeracy					
Teacher Professional Judgment		**			



**Goal: During the 2006/07 school year we will identify students who teachers are ‘concerned about’ at grade 1. (Data: Teacher professional judgment and Independent Reading Level). Specific interventions will be identified in order to improve student engagement/learning for these students.

2006/2007 Cohort

Assessment	K (06/07)	Gr. 1 (07/08)	Gr. 2 (08/09)	Gr. 3 (09/10)
Independent Reading (PM/DRA)				
DART				
FSA Reading				
FSA Writing				
FSA Numeracy				
Teacher Professional Judgment	**			



**Goal: During the 2006/07 school year we will identify students who teachers are ‘concerned about’ at kindergarten. (Data: Teacher professional judgment). Specific interventions will be identified in order to improve student engagement/learning for these students.

Middle Secondary Cohort 2001/02

Assessment	Gr. 7 (01/02)	Gr. 8 (02/03)	Gr. 9 (03/04)	Gr. 10 (04/05)	Gr. 11 (05/06)	Gr. 12 (06/07)
FSA Reading	68%					
FSA Writing	81%					
FSA Numeracy	77%					
Provincial English Exam						
Math ~ Principles Provincial Exam Failure Rate				11%		<u>Target</u>
Math ~ Applications Provincial Exam Failure Rate				14%		<u>Target</u>
Math ~ Essentials Provincial Exam Failure Rate				8%		<u>Target</u>
Teacher Professional Judgment						**



Goal: Every student eligible to graduate at the end of 06/07 school year will graduate with a Dogwood or, if on an IEP, a School Leaving Certificate.

Middle Secondary Cohort 2002/2003

Assessment	Gr. 7 (02/03)	Gr. 8 (03/04)	Gr. 9 (04/05)	Gr. 10 (05/06)	Gr. 11 (06/07)	Gr. 12 (07/08)
FSA Reading	69%					
FSA Writing	75%					
FSA Numeracy	76%					
Provincial English Exam						
Math ~ Principles Provincial Exam Failure Rate						
Math ~ Applications Provincial Exam Failure Rate						
Math ~ Essentials Provincial Exam Failure Rate						
Teacher Professional Judgment					**	



Goal: All students in the 06/07 cohort will remain in school and move toward achieving graduation in 07/08.

Middle Secondary Cohort 2003/2004

Assessment	Gr. 7 (03/04)	Gr. 8 (04/05)	Gr. 9 (05/06)	Gr. 10 (06/07)	Gr. 11 (07/08)	Gr. 12 (08/09)
FSA Reading	73%					
FSA Writing	86%					
FSA Numeracy	72%					
Provincial English Exam						
Math ~ Principles Provincial Exam Failure Rate				Target		
Math ~ Applications Provincial Exam Failure Rate				Target		
Math ~ Essentials Provincial Exam Failure Rate				Target		
Teacher Professional Judgment				**		



Goal: During the 2006/07 school year we will identify the students that teachers indicate are not engaged in learning and may be at risk of not successfully graduating. (Data: Teacher Professional Judgment/Report cards) Specific interventions will be identified in order to improve student engagement/learning for these students.

Middle Secondary Cohort 2004/2005

Assessment	Gr. 7 (04/05)	Gr. 8 (05/06)	Gr. 9 (06/07)	Gr. 10 (07/08)	Gr. 11 (08/09)	Gr. 12 (09/10)
FSA Reading	67%					
FSA Writing	85%					
FSA Numeracy	73%					
Provincial English Exam						
Math ~ Principles Provincial Exam Failure Rate						
Math ~ Applications Provincial Exam Failure Rate						
Math ~ Essentials Provincial Exam Failure Rate						
Teacher Professional Judgment			**			



**Goal: During the 2006/07 school year we will identify the students that teachers indicate are not engaged in learning and may be at risk of not successfully graduating. (Data: Teacher Professional Judgment/Report cards) Specific interventions will be identified in order to improve student engagement/learning for these students.

**Middle/Secondary
2005/06 Cohort**

Assessment	Gr 7 (05/06)	Gr. 8 (06/07)	Gr. 9 (07/08)	Gr. 10 (08/09)	Gr. 11 (09/10)	Gr. 12 (10/11)
FSA Reading	67%					
FSA Writing	81%					
FSA Numeracy	73%					
Provincial English Exam						
Math ~ Principles Provincial Exam Failure Rate						
Math ~ Applications Provincial Exam Failure Rate						
Math ~ Essentials Provincial Exam Failure Rate						
Teacher Professional Judgment		**				

**Goal: During the 2006/07 school year we will identify the students that teachers indicate are not engaged in learning and may be at risk of not successfully graduating. (Data: Teacher Professional Judgment/Report cards) Specific interventions will be identified in order to improve student engagement/learning for these students.

Middle Secondary Cohort 2006/07

Assessment	Gr. 7 (06/07)	Gr. 8 (07/08)	Gr. 9 (08/09)	Gr. 10 (09/10)	Gr. 11 (10/11)	Gr. 12 (11/12)
FSA Reading	<u>Target</u> 80%					
FSA Writing	<u>Target</u> 92%					
FSA Numeracy	<u>Target</u> 87%					
Provincial English Exam						
Math ~ Principles Provincial Exam Failure Rate						
Math ~ Applications Provincial Exam Failure Rate						
Math ~ Essentials Provincial Exam Failure Rate						
Teacher Professional Judgment	**					

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 Goal: During the 2006/07 school year we will identify the students that teachers indicate are not engaged in learning and may be at risk of not successfully graduating. (Data: Teacher Professional Judgment/Report cards) Specific interventions will be identified in order to improve student engagement/learning for these students.

Appendix 2
Informing Teaching and Learning

Appendix 3
Family and Community Connections