



**Chilliwack  
School District**

Executive Summary

District Achievement Contract

August 2008 – June 2011

Reviewed: July 2010

# CHILLIWACK SCHOOL DISTRICT STRATEGIC PLAN 2010-2015

The Strategic Plan 2010 - 2015 sets priorities and defines the path of our school district for the next 5 years. It serves as the framework to guide the planning and decision making throughout the district, ensuring that we remain focused on every student becoming a graduate prepared for opportunities beyond graduation.

**AIM** Every student a graduate prepared for opportunities beyond graduation.

**MOTTO** Partners in Learning!

**BELIEFS** We believe that student literacy, academic achievement and social development are fundamental to everything we do.

We believe in a safe, caring, equitable, accountable, and collaborative learning and working environment.

## ENGAGING ALL LEARNERS

### Strategic Goal

Create a community in which students, parents, staff, and community partners are engaged and value working and learning together to support student achievement.

### Objectives

- Identify, develop and implement strategies to improve working and learning relationships.
- Support all staff in ongoing learning.
- Develop strategies to enhance engagement.

## EFFECTIVE COMMUNICATION

### Strategic Goal

Create and implement a Communication Plan that includes strategies to improve interactive communication.

### Objectives

- Ensure all communications are streamlined, reaching the right audiences effectively and efficiently.
- Ensure parents receive timely and useful information about student performance.
- Promote opportunities for meaningful ongoing dialogue with our community around significant public education issues.
- Enhance connections to the community and the community's level of engagement with the District.

## SUCCESSFUL TRANSITIONS

### Strategic Goal

Create support for all learners in making successful transitions.

### Objectives

- Develop and implement targeted transition strategies for students from preschool to graduation and beyond and assess the impact of such strategies.
- Improve the coordination and planning of educational pathways for each student.
- Enhance the capacity of staff to address diverse student needs within the classroom.
- Design and implement flexible learning opportunities for students.

## TECHNOLOGY INTEGRATION

### Strategic Goal

Work and learn through the integration of appropriate technology.

### Objectives

- Weave technology for teaching and learning into instructional practices.
- Use technology to improve information-gathering and evidence for formulating policy and making decisions.
- Increase awareness and skill levels in the use of technology for teaching and learning.

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call us at 604.792.1321 or visit our website at [sd33.bc.ca](http://sd33.bc.ca)



Chilliwack Board of Education  
**Aboriginal Education Enhancement Agreement**  
Approved January 12, 2010



**GOAL #1** To increase Aboriginal students' sense of belonging at school. - There are fifteen indicators for this goal. Here is one example

Indicators	Monitoring Progress & Results	First Year Targets
3. Aboriginal students will feel supported in a culturally appropriate manner at school.	School District Satisfaction Surveys (Ministry of Education). Locally developed Aboriginal survey of students and parents.	Collect baseline data.

**GOAL #2** To increase academic success of all Aboriginal students. There are thirteen indicators for this goal. Here is one example.

Indicators	Monitoring Progress & Results	First Year Targets
7. Increase the number of Aboriginal students completing Grade 12 English or English First Peoples' 12.	Ministry provincial exam data and secondary classroom data.	Collect baseline data. Annual target will be set in the second year of the Enhancement Agreement.

**GOAL #3** To increase, for all students, the respect and understanding of language, culture, governance and history of Sto:lo and Aboriginal people; in order to create a better sense of school and community. There are eight indicators for this goal. Here is one example.

Indicators	Monitoring Progress & Results	First Year Targets
4. Increase the number of students participating in culturally appropriate district programs, events and activities.	Track participation of non-Aboriginal and Aboriginal students.	Collect baseline data

**Highlights of Enhancement Agreement**

- The focus is on students
- It is a shared vision
- The guiding principles and commitment statements help define our work
- It involves collaborative and shared decision making
- Indicators of success and strategies are included to meaningfully meet our goals
- The focus is on Aboriginal culture, language, history and governance, belonging, and academic success
- Results will be formally reviewed on an annual basis
- Evidence gathering will include formative and summative assessment data collection
- The document will be reviewed in 2014

## Our Aim:

Each student will be a successful graduate prepared for opportunities beyond graduation.

## District Goals and Objectives:

**Goal One: We will improve the academic achievement of each student.**

**Objective 1.1:** To improve the reading achievement of students in Kindergarten through Grade 3.

**Objective 1.2:** To improve the academic achievement of students in Grades 3 through 10.

**Objective 1.3:** To improve the academic achievement of students in Grades 10 through 12.

**Goal Two: Parents, staff, and community members will collaborate in building and enhancing systems and networks of support so that each student will be a successful graduate prepared for opportunities beyond graduation.**

**Objective 2.1:** To increase our transition rates from grades 7 to 8, grades 8 to 9, grades 9 to 10, grades 10 to 11, and grades 11 to 12.

**Objective 2.2:** To increase our six-year school completion rates.

BUDDY READING



GRADE 10 STUDENTS TOUR OF UFV



## Objective 1.1: To improve reading achievement of students in Kindergarten through Grade 3.

### Short-term performance indicators/evidence related to Objective 1.1

- Pre-Kindergarten = gather baseline using Kindergarten Language Screening Test
- Kindergarten = e-PAS collection of Teacher Professional Judgment
- Grade 1 PM = 65% independent at Level 15 (end of May 2009)
- Grade 2 PM = 75% independent at Level 20 (end of May 2010)
- Grade 3 PM = 75% independent at Level 23 (end of May 2011)

### TECHNOLOGY USE



### Annual Statement of Progress: Objective 1.1

<b>2009-2010</b>	<ul style="list-style-type: none"><li>▪ Our primary teachers continue to demonstrate a high degree of skill at formative assessment and differentiated learning</li><li>▪ PM Benchmarks have exceeded the targets set for the 3 year plan and targets have been adjusted upward. Variation in PM Benchmark data suggest need for on-going training</li><li>▪ Our Grade 3 RAD data shows a slight improvement over previous years.</li><li>▪ The EDI data for the district indicates improvement in language and cognitive development and communication skills.</li></ul>
<b>2008-2009</b>	<ul style="list-style-type: none"><li>▪ The data collected from ePAS for this objective is still being reviewed and will be finalized prior to October 2009.</li><li>▪ Early indication is that improvements are being made in reading levels in Kindergarten through Grade 3.</li></ul>
<b>2007-2008</b>	Achievement in Reading at the primary levels has shown steady improvement over the past five years. This is true overall, as well as for our Aboriginal students, for girls, and for boys. This year's Performance Standards scores showed improvement over the previous four years.

## Objective 1.2: To improve the academic achievement of students in Grades 3 through 10.

### Short-term performance indicators/evidence related to Objective 1.2

We will monitor participation rates and progress in relation to the following:

- All Students: School-based analysis of report marks at Grades 4 through 10
- All Students: Reading Performance Standards 6 (RAD):
- Aboriginal Students: Reading Performance Standards 6 (RAD)
- Aboriginal Boys: Reading Performance Standards 6 (RAD)
- All Students: Reading development—Teacher Professional Judgment as collected through the Student On-line Profile System
- All Students: Mathematics development—Teacher Professional Judgment as collected through the Student On-line Profile System
- FSA 4 and 7: Grade-by-grade growth in Reading and Mathematics
- English 9 district final exam
- Math 9 district final exam (Spring 2009)
- SWIS: Tracking student behaviour
- Suspensions and transfers in and out
- Transition rates

### READING PROGRAMS



## Annual Statement of Progress: Objective 1.2

<p><b>2009-2010</b></p>	<ul style="list-style-type: none"> <li>▪ Teachers are gaining skills in assessing individual student needs and planning to meet these.</li> <li>▪ There is an increased focus in classrooms on using multiple strategies to address student needs.</li> <li>▪ There is a significant increase in RAD 6 scores.</li> <li>▪ Teacher conversations around curriculum and assessment are changing.</li> <li>▪ School plans clearly reflect a greater emphasis of student involvement in learning through reference to “I can “ statements and student friendly rubrics.</li> <li>▪ Formative assessment practices are becoming more evident in intermediate grades.</li> <li>▪ Although FSA participation improved somewhat this year it is still very low in some schools and this creates difficulty in using it as a measure of student success for the district.</li> <li>▪ The use of SWIS to collect student behaviour data has expanded to 15 schools</li> <li>▪ Mathematics 7 results are still an area of concern.</li> </ul>
<p><b>2008-2009</b></p>	<ul style="list-style-type: none"> <li>▪ Disaggregation of Grade 6 RAD data and teacher awarded marks provide further evidence that the planned focus on Grade 4 – 7 achievement is important.</li> <li>▪ SWIS is proving to be an effective tool for understanding student behaviour, and is being used more widely in the district. By the end of the 2008–2009 school year, 10 school sites will be using SWIS.</li> <li>▪ BCeSIS use is being expanded throughout the district to include intermediate letter grades, elementary-middle-secondary transition notes and school/district level assessments.</li> <li>▪ Implementation of the District Math 9 exam has been delayed because of curriculum changes. A district common exam will be developed and implemented for Grades 5 and 8 in the 2009-2010 school year.</li> <li>▪ The FSA data for 2008-2009 is significantly impacted by the large number of non-participants.</li> </ul>
<p><b>2007-2008</b></p>	<p><b>Over the past 5 years, student achievement has shown improvement in the following areas:</b></p> <ul style="list-style-type: none"> <li>▪ Grade 4 Aboriginal Reading Comprehension has shown a 10% improvement in students meeting or exceeding expectations (FSA).</li> <li>▪ Grade 4 Reading Comprehension.</li> <li>▪ Grade 4 Mathematics.</li> <li>▪ Grade 6 Reading Comprehension (DART): the current Grade 6 students are doing much better than Grade 6 students 3 years ago.</li> <li>▪ Grade 6 Reading Comprehension (DART): the current Grade 6 students are doing about as well as they did in Grade 3; previous cohorts dropped from Grades 3 to 6.</li> <li>▪ Grade 7 Aboriginal Reading Comprehension has shown a 10% improvement in students meeting or exceeding expectations (FSA).</li> <li>▪ Grade 7 Writing.</li> </ul> <p><b>Over the past 5 years, the following areas have not shown improvement:</b></p> <ul style="list-style-type: none"> <li>▪ Grade 7 Reading Comprehension (FSA)</li> <li>▪ Grade 7 Numeracy (FSA).</li> <li>▪ <b>We are gathering baseline data for Grade 9 English.</b></li> </ul>

**Objective 1.3: To improve the academic achievement of students in Grades 10 through 12.**

**Short-term performance indicators/evidence related to Objective 1.3**

We will monitor participation and progress toward targets in relation to the following:

- Gather baseline data (08/09)—Successful course completion rates for all core subjects disaggregated by gender, aboriginal heritage and special needs.
- Aboriginal pass rates: All core subjects
- Cohort tracking: FSA4-FSA7-English10 and FSA4-FSA7-Math10
- Grade 10 provincial exams
- Social Studies 11 provincial exam
- Communications 12 provincial exam
- English 12 provincial exam
- English 12 First Peoples final exam



**NEW TEACHER MENTORSHIP**

**Annual Statement of Progress: Objective 1.3**

<p><b>2009-2010</b></p>	<ul style="list-style-type: none"> <li>▪ Preliminary Grade 10 math results suggest improvement in achievement.</li> <li>▪ Changes in assessment and teaching strategies are evident in some areas.</li> <li>▪ BCeSIS data is being used to assess progress and identify struggling students</li> <li>▪ Course pass fail reviews and strategies for early support are more evident.</li> <li>▪ District wide restructuring of supports for alternate students is in progress</li> </ul>
<p><b>2008-2009</b></p>	<ul style="list-style-type: none"> <li>▪ Course pass/fail reports are regularly being analyzed at the school and district levels and are provoking conversation about assessment and instructional practice to support diverse needs.</li> <li>▪ Positive results are being noted at all sites in mandatory provincial examinable courses from the January 2009 exam data. Only data for mandatory exams is being tracked.</li> <li>▪ Cohort tracking from Grade 4 to 10 has provoked conversations about effective ways of supporting students at the classroom, school and district levels.</li> <li>▪ Tracking students who are in the “not yet meeting” category will enable the monitoring of interventions and supports.</li> </ul>
<p><b>2007-2008</b></p>	<ul style="list-style-type: none"> <li>▪ Other than provincial exam data, this is an area where we have not systematically collected evidence of student learning. With the cohort data we are beginning to collect, we will be able to more accurately examine student learning at the secondary level.</li> </ul>

**Objective 2.1:** To increase our transition rates from grades 7 to 8, grades 8 to 9, grades 9 to 10, grades 10 to 11, and grades 11 to 12.

**Short-term performance indicators/evidence related to Objective 2.1**

We will monitor participation and progress toward targets in relation to the following:

- Grade-to-Grade transitions for Aboriginal, Non-Aboriginal, Male and Female in Grades 6, 7, 8, 9, 10, and 11
- Student behaviour data using SWIS
- Data from Student On-line Profile System
- Staff surveys
- School completion rates
- Successful course completion rates
- Cohort completion rates
- Student Achievement Data
- Action Research evidence from specific projects
- FSA



MUSIC PROGRAMS

**Annual Statement of Progress for Objective 2.1**

<p><b>2009-2010</b></p>	<ul style="list-style-type: none"> <li>▪Small improvements can be seen in our transition rates in the middle school years. This is an area for continued focus.</li> <li>▪Focused conversations around transitioning in and out of alternate programs have taken place. A realignment of these programs and supports is in place for 2010-11. There have been some successes with blended programs and in school support programs.</li> <li>▪Middle schools are focusing more attention on supporting at risk students sooner in the school year. Schools are accessing data regularly and using it to inform instruction and support.</li> <li>▪Positive Behavior Systems are well developed and are being supported in many schools with SWIS data.</li> <li>▪Students are developing the ability to understand and assess their learning as formative assessment strategies become more widespread.</li> </ul>
<p><b>2008-2009</b></p>	<ul style="list-style-type: none"> <li>▪Grade-to-grade transition show positive results especially at the grade 8, 9 and 11 levels.</li> <li>▪Participants in the leadership course and the secondary/middle school assessment teams are using action research to experience and demonstrate promising practices to their colleagues.</li> <li>▪An extensive study into the Six-year completion rate has identified specific areas of concern and has helped in developing school and district level processes to improve transition rates.</li> <li>▪BCeSIS is being used to create student profiles for the purpose of giving educators easy access to information about a student throughout the system.</li> <li>▪Capacity is being build among Principals and Clerical to access and analyze student information from BCeSIS in short intervals.</li> </ul>
<p><b>2007-2008</b></p>	<p>Transition rates from grade-to-grade are an area of concern. We anticipate seeing improvement this year as schools have already begun to focus on this area.</p>

## Objective 2.2: To increase 6-year school completion rates.

### Short-term performance indicators/evidence related to Objective 2.2

We will monitor progress toward targets in relation to the following:

- Successful course completion rates Grade 10
- Transition rates: 10/11 and 11/12, 12+
- Special Needs transition rates
- Participation rates



SKILLS CANADA

### Annual Statement of Progress for Objective 2.2

<p><b>2009-2010</b></p>	<ul style="list-style-type: none"> <li>▪ Processes for tracking internal transfers have improved.</li> <li>▪ Schools have programs in place that focus on Grade 9 to 10 transition and additional supports are in place earlier for Grade 10's who are experiencing difficulty. Grade 10 results are not available at this time .</li> <li>▪ Schools are using distance learning and the alternate program to help students complete graduation requirements.</li> <li>▪ Ongoing partnership links students with UFV early in their high school career. There are increasing numbers of students accessing post secondary education at UFV and elsewhere.</li> <li>▪ There has been a significant increase in the number of students accessing work experience programs.</li> <li>▪ Programs designed to engage students in areas of interest have been developed by the secondary schools.</li> <li>▪ Strong school based teams in all of the secondary schools are assisting with programming for at risk students.</li> <li>▪ Changes in assessment practices are supporting more students in being successful in completing courses.</li> <li>▪ Discussions are taking place around ways to recognize and incorporate Sto-lo language and culture in programs.</li> <li>▪ There is a positive trend in grade to grade transition rates.</li> <li>▪ A higher percentage of students who do not graduate within six years are completing Grade 10 courses.</li> </ul>
<p><b>2008-2009</b></p>	<ul style="list-style-type: none"> <li>▪ The six-year completion report revealed that student transition within the district needs better tracking. This information has been shared with Principals and systems are being created at the school and district levels to address this issue.</li> <li>▪ Educational research and district data analysis has shown that success at Grade 10 is a key indicator of future academic success, therefore this is becoming an area of focus.</li> <li>▪ The six-year completion rate survival curve shows a significant drop between Grade 8 and 9 which requires further investigation.</li> <li>▪ Continue to monitor and ensure higher levels of participation in Provincial assessments, particularly for students involved in the district's alternate programs.</li> <li>▪ Partnership between University of the Fraser Valley and the district has been established to increase transfer rates of students to post secondary education.</li> <li>▪ Continue to provide opportunities for students to transition into the workforce through the success of the Apprenticeship Program, ACE-IT partnerships with UFV and Work experience.</li> <li>▪ Completion rates for students with identified behaviour challenges are a significant concern. This is an area we will be focusing on in the coming year.</li> </ul>
<p><b>2007-2008</b></p>	<p>We have seen growth in both the Aboriginal and district completion rates, although there is still work to be done in each of these areas. The ACE-IT, apprenticeship, and work experience programs have increased the variety of learning opportunities available to students.</p>

## AREAS OF FOCUS FOR 2010-2011

**Goal One:** We will improve the academic achievement of each student.

- Maintain strong supports for early learning.
- Implement the goals of Balanced Assessment.
- Develop a stronger link between teaching practice and student learning through the effective use of data.
- Build capacity to meet the diverse needs of all students.
- Use technology as a tool for learning.
- Create flexibility for learners by blending classroom, project, online, on the job and alternate programs.
- Build knowledge and understanding of Sto-Lo and Aboriginal language and culture.
- Engage learners as active participants in their learning.

**Goal Two:** Parents, staff, and community members will collaborate in building and enhancing systems and networks of support so that each student will be a successful graduate prepared for opportunities beyond graduation.

- Keep the Strategic Plan in the forefront of all decision making and use it to focus our efforts.
- Enhance Learning for all employees (Example: CL4L, DLC, Joint Pro D committee).
- Maintain and enhance Community Partnerships.
- Use a variety of strategies to improve communication with parents and community.
- Facilitate collaboration that supports learning.
- Integrate the use of technology as a classroom and workplace tool.
- Create systems that provide support for successful transitions.
- Focus on creating learners who are actively engaged in assessing and designing their learning.