

# Chilliwack School District #33

*District Achievement Contract  
2006-2009*

*Our aim:*

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

# *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 to examine our district's use of student achievement information with an objective of developing more effective ways of collecting, analyzing and using data to inform instruction, policy, and decision-making. That process continued throughout the 2006/2007 school year, with the result that the infrastructure to run a pilot project in one Family of Schools (A. D. Rundle Middle School Family) is in place. Through this collection of evidence, based on teacher professional judgment, we expect to have the information we need for building effective family and community connections for students at risk of not completing school.

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

1. Our plan will demonstrate our use of data to promote accountability, to make decisions regarding teaching and learning, and to work with parents and community partners to provide conditions that support each student in achieving successful graduation.
2. Our over-riding goal 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 whom 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 review these practices to better 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, and experimentation, within an encompassing commitment to continuous improvement as evidenced by improving results.

## *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 (updated as per September 30, 2007 enrolment):**

<b>Sept 2007</b>	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	710	39	11	0	1	8	0	6	18
K. Full	63	52	8	0	0	3	0	0	1
Gr. 1	839	112	38	0					129
Gr. 2	814	101	35	0					183
Gr. 3	862	133	19	0	(pri.) 2	(pri.) 64	(pri.) 15	(pri.) 28	185
Gr. 4	831	108	22	0					168
Gr. 5	913	143	20	0					178
Gr. 6	1,002	127	19	113					165
Gr. 7	995	146	13	76	(elem) 5	(elem) 126	(elem) 30	(elem) 178	126
Gr. 8	1,066	126	12	82					85
Gr. 9	970	106	7	79					73
Gr. 10	1,663	138	8	45					86
Gr. 11	1,490	128	19	59					80
Gr. 12	1,575	94	4	31	(sec) 7	(sec) 160	(sec) 102	(sec) 414	35
*Sec ungraded	815	157	1	0					
<b>Totals</b>	<b>**14,610</b>	<b>1710</b>	<b>236</b>	<b>485</b>	<b>15</b>	<b>361</b>	<b>147</b>	<b>626</b>	<b>1512</b>

\* Includes Ed Centre and Chance students

\*\* All figures based on Headcount rather than FTE

**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.*

## *Response to the District Review*

<b>Recommendations from the External Team</b>	<b>Response from the Chilliwack School District</b>
1. Consider reducing the number of goals.	1. The District Plan now has only 3 goals.
2. Provide ongoing assistance to the School Planning Councils to ensure that all school goals are reflective of student achievement data.	2. Two training sessions per year have been offered to SPCs; Executive Team collaboratively analyzes school goals and gives feedback to administrators; School Administrators collectively analyze schools' goals.
3. Continue to build the understanding of assessment literacy throughout the District.	3. Training in DART scoring takes place twice per year for school representatives; PLC inservice training is building understanding of formative assessment practices; First Steps in Math is introducing formative assessment practices in Mathematics.
4. Actively pursue an Aboriginal Enhancement Agreement (EA) that addresses the needs of all Aboriginal learners.	4. EA is in progress. See attached summary.
5. Consider differentiating resources to meet the needs of those schools enrolling a significant percentage of vulnerable students.	5. We have created a high-needs matrix and have added additional support accordingly. Learning Assistance time has been increased for high needs schools; Middle Schools in high needs areas now have "sheltered" Grade 7 programs; a Primary literacy intervention program has begun in the inner core; Fast Track Reading has been introduced in our neediest school family.
6. Continue to support the Literacy Project.	6. The Literacy Project has expanded, through the Literacy Innovation Grant, to include training in the construction of professional learning communities. Within that framework, oral language action research projects have begun in 17 schools, the primary intervention program continues, SMART Reading has been introduced to intermediate and middle school teachers.
7. Continue to support the Numeracy Project.	7. Fourteen First Steps in Mathematics facilitators have been trained to train teachers throughout the district; a Math Committee has been formed to provide support.

# *Alignment and Consultation Process*

In 2007 School Planning Councils developed their school growth plans after considering a variety of provincial, district and school-based information and with the assistance of several initiatives and strategies developed by district and school-based leaders. In January 2007, with the assistance of Dr. Victor Glickman, the district leadership team continued to develop and implement a process to examine the 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.

The Executive Team met with all school Principals and Vice-Principals on January 18 to review the 2006-2007 and to help build the school and district plan for 2007-2008. There were three main questions that guided our work:

1. What are the key aspects of the current Performance Plan for 2007-2008?
2. What are the implications for your school's plan?
  - 2.1. What are the key components that need to be in the school's plan?
  - 2.2. What data sources need to be included?
  - 2.3. What intervention strategies and action plans need to be identified and implemented?
3. What would the school plan template look like?

In February 2007 Superintendent Jacquie Taylor, Director of Instruction Ruth Wiebe, and Assistant Superintendent Michael Audet provided a training session for School Planning Councils. The training session reviewed the 2006-2007 Student Performance Plan, the expectations for councils, the use of achievement data and successful strategies.

From February through May 2007 Director Ruth Wiebe worked with Dr. Glickman and school-based leaders to develop structures and strategies to collect data, analyze data, and to use the data to inform teaching and learning.

In May 2007 at the monthly administrator's meeting, Principals and Vice-Principals shared their school plan with colleagues within their "Family of Schools".

The Annual School Plans were submitted to the Superintendent of Schools in June 2007.

On August 2 and 3, 2007 members of the Executive team met to review each school's plan. An analysis of each school plan was developed, using a template that included identification and analysis of data sources, student learning goals, targets and strategies.

On August 23 the Executive team met with all school Principals and Vice-Principals to review the analysis of each school's plan. Schools were not named in the analyses. The purpose was to provide leaders with an opportunity to identify and discuss: the patterns that are present in the plans, what is missing in school plans, the promising practices, and the "next steps" in developing a district plan to meet our overarching aim.

## *Update – Aboriginal Education*

### **First Nation Local Education Agreements :**

There are Local Education Agreements between the Chilliwack School District and nine First Nation Band communities. The Local Education Agreement specifies the principles, objectives and obligations of the partners to the agreement. The agreement further identifies matters related to the following: curriculum development and delivery, assessment and placement of students, student discipline, cross-cultural awareness, communication processes, funding payment, access to additional resources and services, term and duration of the agreement, and dispute resolution.

The current Local Education Agreements between the Chilliwack School District and ten Band Communities were signed in 1998. Section 14.2 of the L.E.A. states that the current agreement may be extended or modified by mutual consent and that the current agreement will continue to apply until a subsequent agreement is reached.

Since September 7, 2006 there have been six meetings with representatives from the nine Band communities who have Local Education Agreements with the Chilliwack Board of Education. The purpose of our meetings is to develop an agreement that would be responsive to the needs of students and parents in our communities, and which would guide the Chilliwack School District in providing for the education of First Nations students.

Among the highlights of our meetings was a comment from Chief Douglas, from the Cheam Band. Chief Douglas asked us to remember the importance of using parent and family experience, knowledge and history to bring the local story to curriculum experiences in school.

**The representatives participating at the meetings have stated the intention to use the existing agreement as a template for the new agreement. However, at each of the meetings there has been a consistent message about objectives, which are intended to be possible amendments to the current agreement.**

***Objectives***

1. To have an agreement which uses language that is understandable for parents and community members.
2. To change the language of the agreement to reflect current terms of reference. (E.g. First Nations Education Advisory Committee is now called the Aboriginal Education Advisory Committee).
3. To establish a communication and reporting structure for informing individual communities about their students' attendance, graduation rates, transition rates, and participation in programs (e.g. Work Experience).
4. To have tuition funding follow students if they leave the Chilliwack School District during the school year.
5. To establish a process and guidelines for developing and implementing First Nations curriculum in schools.

***Next Steps***

1. Review the current agreement to develop a version that is more easily understandable for parents and community members. The document written in "plain language" would accompany and be congruent with the agreement written in language consistent with the current agreement format, and would be reviewed by Band community representatives and Staff at the Chilliwack School District.
2. Participants have also requested a meeting with the Secretary-Treasurer to learn about the disbursement of tuition funding for Aboriginal students and the implications of having student tuition funding follow students during the school year.
3. It is the opinion of the representatives at our monthly meetings that an agreement developed at our meetings would be the agreement that would be suggested to the Chiefs for signing.

***Michael Audet***  
***Co-Chair, Aboriginal Education Advisory Committee***  
***Assistant Superintendent of Schools***



## Chilliwack School District #33 *Aboriginal Education Enhancement Agreement*



The Aboriginal Education Department has started the process towards developing an Enhancement Agreement with all Aboriginal community members. To date we continue to meet with local Bands Chiefs, Councilors, and/or other representatives, to review, revise and work towards signing off on the Local Education Agreements (LEA). We look forward to furthering the Enhancement Agreement consultation process by holding meetings with Aboriginal communities aimed at improving and measuring Aboriginal student achievement. Our goal is to have an Enhancement Agreement draft completed by December 2007.

### **Progress with the EA**

It is from the LEA meetings that we have come to develop two “essence” goals. These goals will be taken to the stakeholders for discussion and approval so that we may move onto the task of developing objectives and targets with the groups.

**Goals: 1) Cultural** – to improve students’ sense of belonging and cultural teachings

Objectives: (e.g.)

- 1.1 increase students’ sense of belonging
- 1.2 increase parent communication

**2) Academic** – to increase student success in school

Objectives: (e.g.)

- 2.1 increase the graduation rates
- 2.2 increase the reading levels of primary/intermediate students

These two “essence” goals also correlate with the Aboriginal Education Advisory Committees (AEAC) belief statements:

**AEAC Belief Statements**

- In the Chilliwack School District we will increase student success leading to graduation for all Aboriginal students.
- As well, we will increase the awareness and understanding of Aboriginal people, the culture, language, and histories for students, educators, parents and community members.

**Work plan: January 2007 to December 2007**

***February – May***

- community dinner meetings.
- facilitate discussion, record findings and input from parents, students and community members: “What are we doing well, what needs to continue, what needs to be started to help all Aboriginal students graduate? What do you think about these goals that we currently have? What do these goals mean to you? How should we measure our efforts?”
- community consultation has been completed for Round 1, with 8 of the 10 First Nation Band communities and with the Metis Association of Chilliwack.

***June*** - Review the process to date and revise plan for next six months.  
- Collate information for report: identifying goals and measures

***September*** –Write EA Draft

***October*** –Begin 2<sup>nd</sup> round community consultation meetings with EA Draft

***November*** – Continue 2nd round community consultation meetings

***December*** – Finalize draft document for presentation to the Board and Aboriginal Community representatives.

***January 2008*** - Signing ceremony

**June 2007 Aboriginal Ancestry Headcount = 1469 students**

<b>Métis</b>	<b>202 students = 14 % Métis ancestry</b>
<b>On reserve</b>	<b>350 students = 24 % On reserve</b>
<b>Off reserve</b>	<b>1095 students = 75 % Off reserve</b>

**Chilliwack School Districts' Aboriginal student population consists of three main groups:**

- 1) The largest group, **off reserve students**, includes all students who have declared Aboriginal ancestry. This number also includes Métis students and other students who may be registered with a Band elsewhere.
- 2) The **on reserve student population** represents the number of students who are, for the most part, registered with one of the Sto:lo Bands. Within Sto:lo territory there are 24 First Nation Bands and 10 of these Bands are located within the vicinity of the Chilliwack School District catchment (see list of Bands within the Chilliwack SD listed below).
- 3) The **Métis student population** is those who self declare as mixed North American Indian and European ancestry and for who live off reserve.

10 - First Nation Communities:

**Sto:lo Tribal Council Bands**

1. Kwaw Kwaw Apilt
2. Soowahlie

**Sto:lo Nation Bands**

3. Aitchelitz
4. Shxwha:y Village
5. Skowkale
6. Squiala
7. Tzeachten
8. Yakweakwioose

**Independent Bands**

9. Cheam
10. Skwah

# Goals

**1. To increase, by June 2009, the percentage of students successfully completing school with opportunities beyond graduation by:**

- Creating a culture of collaborative inquiry in all schools that looks at how we support struggling learners in a systematic way.
- Developing a data source that provides evidence with regard to the percentage of students who, in 6 years, either graduate with a Dogwood Certificate, or, if on a modified IEP, a School Leaving Certificate.
- Building our capacity to collect and analyze student achievement data, attendance data, middle/secondary review data, and survey data and to set appropriate targets.
- Using the data effectively to improve instructional practices and supports for at risk students, and to improve organizational practices.
- Providing ongoing, just-in-time, job-embedded professional development for all staff to assist in this work.

**2. To increase, by June 2009, the percentage of students succeeding at any given grade level (as tracked by cohort) by:**

- Implementing Early Learning supports.
- Strengthening District Literacy supports, including the strategies in the Literacy Innovation Grant and the District Literacy Plan
- Strengthening District Numeracy supports.
- Strengthening Aboriginal supports.

**3. To Increase, by June 2009, the percentage of at risk students supported by community connections by:**

- Implementing Early Learning supports to address areas of vulnerability identified through the Early Childhood Development Mapping Project.
- Developing and implementing the District Literacy Plan.
- Completing the Aboriginal Enhancement Agreement.
- Continuing to build partnerships with community agencies.

# Rationale

***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 A

## **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

See Appendix B

## **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

See Appendix C

## **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.

# *Performance Indicators*

*Goal 1—Analysis of School and District Plans for components as specified in Achievement Contract documents: We are particularly looking for the effective use of site-based data to inform practice and increase student success; Satisfaction Survey data for Grades 10 & 12*

*Goal 2—Grade-to-grade transitions, particularly for middle and secondary schools; Early Literacy Assessments; FSA; DART; district and provincial examinations*

*Goal 3—Early Development Instrument (EDI); Forms 2 & 3: Family and Community Connections database (under development); Treatment Resistant Youth (TRY) database; a list of district partnerships*

# *Performance Targets*

**(Note: See also Appendix A—Cohort Results and Targets)**

*Goal 1—*

- 1. By July 2008, all School Plans will show cohort data for literacy, numeracy, provincial exams, and graduation rates where appropriate. All schools will include goals for Aboriginal student achievement.*
- 2. By July 2008, the district plan and school plans will outline strategies and structures to support teacher collaboration around data analysis and instructional practice.*

*Goal 2—By July 2008, targets for literacy, numeracy, and completion rates will be achieved (see Appendix A); by July 2008, aboriginal student achievement targets will be included in the District Plan.*

*Goal 3—By July 2009, district-wide baseline data will be established for family and community connections.*

# *Progress in the Achievement of Performance Targets*

NB: At the time of completion (Oct. 25, 2007), Provincial Exam Results and Graduation Rates were not available.

A. Based on available data in Appendix A, the following targets have been either achieved or not achieved:

1. For the 1999/2000 Cohort (currently in Grade 8)  
\*in 06/07 they did not meet their FSA Achievement targets for Reading Comprehension, Writing or Numeracy
2. For the 2000/2001 Cohort (currently in Grade 7)  
\*in 06/07 they exceeded their Grade 6 target for DART
3. For the 2002/2003 Cohort (currently in Grade 5)  
\*in 06/07 they exceeded their Grade 4 FSA Numeracy target
4. For the 2002/2003 Cohort (currently in Grade 5)  
\*in 06/07 they did not meet their Grade 4 FSA achievement targets for Reading Comprehension and Writing
5. For the 2004/2005 Cohort (currently in Grade 3)  
\*in 06/07 they achieved their Independent Reading Level (PM Benchmarks) target
6. For the 2005/2006 Cohort (currently in Grade 2)  
\*in 06/07 they exceeded their Independent Reading Level (PM Benchmarks) target
7. In all grade levels except Grade 10, the numbers of students identified as “at-risk” has increased. This is a result of a district-wide focus on better identification and reporting of students who are at-risk. Further analysis, discussion, and development is required.

B. The pilot data in Appendix B is designed to support teachers in making professional judgment around student success and needed supports. At this point, it is limited to one family of schools and is being used to support effective transition from grade-to-grade. It is not yet complete for analysis purposes.

C. The pilot data in Appendix C is designed to provide information to schools on Family and Community Connections. As with Appendix B, it is in the early stages of development.

# *Actions*

## 1. Traditional Accountability

### *Key Questions:*

- 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 through 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 through 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
- District Exams at Grade 9
- Graduation Rates

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

<b>Action Plan</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Progress 06/07</b>	<b>Reflections/ Questions</b>	<b>Next Steps 07/08</b>
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	Data warehouse will be in place by August; 1701 database to be maintained by Student Services	1. Time intensive 2. Have to wait until 1701's are done before data can be transferred to new schools	1. Systematize 1701 data for easy access by warehouse. 2. Systematize reporting

2. Continue with development/ implementation of a district wide grade 9 English exam	Ass't Supt. & Middle/Sec Dep. Heads	Sept 06- June 07	Pilot complete; all middle schools participated, scoring organized at district level	1/Reliability of scoring? 2.Time other than June? 3.What about Alternate Ed? 4.Cost: Is this productive? 5.How does this information support teaching and learning?	1.Further training in or restructuring of scoring. 2.Increase involvement of Gr. 9 teachers 3.Revisit timing 4.Plan for use of results
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	Pilot complete, results reported to district	Teachers felt the exam was valuable to their Grade 12 planning for instruction	Track by PEN and feed data warehouse
4. Continue with development and implementation of Social Studies 9 common exam.	Ass't Supt. & Middle/Sec Dept. Heads	Sept 06-June 07	Pilot complete; results held at school level	1.Is it necessary: Combine with English? 2.Validity: Match with IRP?	1.Revisit this as a strategy in meeting our goal. 2.Ensure match with Gr.9 IRP
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	Sept 07- June 08	June 07- Committees have been formed	1.Wait with these until English is well in place 2.Could be useful in streaming students	Assess the tools that are already in place and revise.
6. Determine method to gather completion/retention data K-grade 12 by PEN number.	Superintendent	Spring 2007	Not completed		Further discussion with Dr. Glickman and at Exec level

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.

<b>Action Plan</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Progress 06/07</b>	<b>Reflections/ Questions</b>	<b>Next Steps 07/08</b>
1. Janet Malone will present 7 sessions from 06 – 08, and Rick and Rebecca DuFour will present 1 full-day session in 07 to enable school and district teams to fully understand and use the PLC model with their communities	Executive Team & School Teams	Sept 2006- May 08	1. Five sessions held; groups forming throughout the district at various levels of understanding 2. DuFour visit: Oct. 2007 2. Secondary schools have begun to change staff and department meetings to involve more discussion, focus on results, and ideas for improving instruction	Changing secondary focus from program/course development to instructional practice and student learning at the classroom level is a great challenge	Encourage departments, teams, & staffs to determine essential outcomes and develop short-term SMART goals

<p>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.</p>	<p>Executive Team</p>	<p>Sept 2006- June 07</p>	<p>-11 Learning Teams; -17 Oral Lang Action Research groups</p>	<p>1.How do we extend action research to students and parents? 2.What formative assess't tools can we use re oral language development?</p>	<p>1.Continue Learning Team development 2.Formalize Act. Research structures 3.Construct opportunities for parents and students</p>
<p>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.</p>	<p>Executive Team &amp; CAA</p>	<p>Sept 2006- June 07</p>	<p>-Admin PLCs met four times at the beginning of Joint Admin Meetings -Alt Ed PLC budget recommendation accepted for implementation</p>	<p>Can we change our meeting structure to facilitate discussion?</p>	<p>Exec to discuss meeting structures with administrators</p>
<p>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.</p>	<p>Assist Supt And Aboriginal Advisory</p>	<p>Sept 2006- June 07</p>	<p>1. Aboriginal Enhancement Agreement Eight meetings have been held in communities with our community partners (parents, students, families and council members) Round 1 Completed with these communities: Metis, Cheam, Squiala, Skway, Skwah, Shxwha:y Skowkale, Aitchelitz, Yakweakwioose Kwaw Kwaw Apilt Round 1 community meetings pending: Soowahlie, Off-Reserve Community.  2. Local Education Agreement with First Nation communities. We have had six meetings between October 2006 and March 2007. Changes to the agreement have been proposed.</p>	<p>How do we effectively involve our education community – our school and district Staff? How do we provide important information and involve them in developing these agreements?</p>	<p>EA: Round 2 – Oct. through Dec. 2007. Goal Dev't in progress.  LEA: Draft agreement to be reviewed in Nov., 2007.</p>

5. Develop and implement a web based PLC Case Management Report capability.	Executive Team	Sept. 06-Sept. 07	Website ready; initial data collected at gr. 6 & 9 from 4 schools	Pilot indicated info useful in recording interventions and guiding School-based Team discussions	Continue to develop infrastructure to support extension to more schools
6. Leadership development group will continue with their study of PLC model and leadership projects.	Assistant Supt	Sept 2006-June 07	<p>Two-Year Program for first cohort of 36 completed in June 2007—20 schools represented. Components as follows:</p> <ol style="list-style-type: none"> <li>1. Formal Sessions on various topics: Role of Trustees; School District Direction; HR matters; Communication; School-based leadership.</li> <li>2. Tutorials – PLC book studies: “Professional Learning Communities at Work – Best Practices for Enhancing Student Achievement” and “Whatever It Takes – How Professional Learning Communities Respond When Kids Don’t Learn”</li> <li>3. Discussions with Janet Malone – PLCs</li> </ol> <p>Each participant completed a Leadership Growth Plan augmenting the school’s growth plan. Each participant “shadowed” an administrator and worked with a mentor.</p>		The second cohort for the Leadership Development Program will begin in September 2007.
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 08	<ol style="list-style-type: none"> <li>1. Reviewed and refine Learning Interventions Continuum.</li> <li>2. Provided training and resource support to enhance reading fluency (Read Naturally)</li> <li>3. Provide in-service and professional development opportunities to school staff (most notably FGL staff), learning assistance teachers and site and district</li> </ol>	Are schools using the Continuum and expanding their repertoire of Level Two Interventions? As a district, what Level 2 interventions are we providing to support students whose needs have	Using Collaborative Time Cohort, Student Services staff will work with schools to enhance capacity of classroom teachers to meet

			<p>student support services staff.</p> <p>4. Development of school composition matrix to allocate additional staffing resources to schools.</p> <p>5. Pilot use of assistive technology to enhance written output in potentially LD students.</p> <p>6. Development of Middle Years Extension Pilot to provide Tier Two Intervention to vulnerable middle school students.</p> <p>7. Implement District standard of Level B Assessments and provide in-service training</p> <p>8. Pilot use of Distributed Learning/TA to support highly vulnerable and at-risk IBS/SMI students (Vedder Elem.).</p> <p>9. Additional POPARD training provided to admin, teachers and TAs to support students with autism.</p>	<p>moved beyond school resources?</p>	<p>the needs of at-risk, special and unique learners.</p> <p>Using the review of the TA formula process, as a catalyst for change, we will build teacher and school capacity to support students requiring moderate or intensive behaviour support and interventions.</p>
<p>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.</p>	<p>Executive team</p>	<p>Sept 06- June 08</p>	<p>1. District Lit Plan process in place—pre-K issues will be addressed</p> <p>2. ADR Pilot Project hopes to address K – 12 issues.</p> <p>3. Communication channels supporting ongoing collaboration with UCFV have been established.</p> <p>4. Pilot welding project in place with UCFV.</p> <p>5. Partnership agreement with UCFV is in place.</p>	<p>1. The pilot data has been helpful in informing school teams regarding interventions for students at-risk during transition years.</p> <p>2. The UCFV pilot welding program has been well-received and shows promise.</p>	<p>1. Continue to develop the technical links that will make the database available in a timely way to pilot schools, and then to all schools.</p> <p>2. Cont. work with UCFV.</p> <p>3. Review transition support from school to school.</p>

<p>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</p>	<p>Assistant Supt</p>	<p>Jan 07-Dec 07</p>	<p>Intention: find ways for middle and secondary schools to be more effective in meeting our District's Aim. Groups involved:</p> <ol style="list-style-type: none"> <li>1. Steering Committee – Group that oversees the resulting Action Plan</li> <li>2. Community Network Team – Parent, student, CUPE, teacher and Admin reps from each Middle and Secondary; responsible for input and communication to/from their representative group.</li> <li>3. External Review Chairs – (Don Truscott and Mike McAstocker) Responsible for developing the Report</li> </ol>		<p>Review: Done by Nov 2007-- Report to the Board then. Action Plan: complete between Dec. and Feb. Implementation: Sept 2008.</p>
<p>10. Implement recommendations from the alternate education review conducted in spring 06. Determine if current alternate programs are sufficient to meet needs of students.</p>	<p>Assistant Supt</p>	<p>Sept 06-June 07</p>	<ol style="list-style-type: none"> <li>1. 42 Action Items identified from 18 Recommendations of Alternate Ed Review.</li> <li>2. Action Item # 9 (LA/Counseling support) and Item # 14 (Site-based Administrator at Ed Center, Chance, Sto:Lo) approved for Staffing Process.</li> <li>3. Action Item # 40 (2 Yr Alternate Education Pilot Program) at two Middle Schools approved for Staffing Process for Sept 2007.</li> <li>4. Action Item # 34 – Additional Trades-related opportunities in our Alternate Education sites: Career Prep / Work Experience (through the work of Garry Wall and Cathy Rogers) has expanded to more students at Alternate Education Sites.</li> </ol>	<p>Partnership with UCFV has recently been established; this holds great promise for transition into alternate post-secondary education programs</p>	<p>Develop structures for transition from our Adult Education Program to the many programs at UCFV.</p>

<p>11. Over a two year period, provide 'collaboration time' (.2FTE) to each school to address the key questions</p> <ul style="list-style-type: none"> <li>-What do we want students to learn?</li> <li>-How will we know when they learn it?</li> <li>-What will we do when students don't learn?</li> <li>-How can we share this knowledge K-12?</li> </ul>	<p>Executive team &amp; School-based administrators</p>	<p>Sept. 06- June 08</p>	<p>In progress; school-based groups throughout district are focused on these questions as they use formative assessment to determine and meet student needs</p>	<ul style="list-style-type: none"> <li>1.Is the time for collaboration making a difference to student achievement?</li> <li>2.How can we build in "evidence and accountability" without onerous paperwork?</li> </ul>	<ul style="list-style-type: none"> <li>1.Brainstorm methods for building accountability</li> <li>2.Move focus from instruction to student learning</li> <li>3.Develop a School Plan Template that includes collaboration plans and cohort data.</li> <li>4.Examine alternate strategies for creating collaboration time.</li> </ul>
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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” initiative developed momentum and skill in schools participating. We must continue to build on this work.

<b>Action Plan</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Progress 06/07</b>	<b>Reflections/ Questions</b>	<b>Next Steps 07/08</b>
1. Continue with the initiatives outlined in the Literacy Innovation Grant proposal (oral language development; SMART & Fast Track Reading systems)	Executive team	Sept 06- June 08	1. 17 schools have oral language action research projects 2. 5 schools are taking the lead in implementing SMART Reading 3. 5 additional schools are implementing Fast Track in their Learning Assistance programs; one middle school is already using it 4. DART data indicates improvement trends at grades 3, 6, and 9	1. These implementations are gaining momentum and initial results are promising. 2. Consistent, just-in-time data collection continues to be the biggest hurdle.	1. Fast Track training 2. Management of evidence 3. Analysis of evidence 4. Connection between evidence and instruction
2. Helping teacher support for literacy and numeracy development at each school.	Curric Helping teachers	Sept 06- June 07	1. About half of our schools sent reps to semi-monthly meetings 2. First Steps in Math implementation introduced in August	1. How do we embed support so that teacher learning is continuous & developmental? 2. How do we monitor the effectiveness of school-based assessments?	Explore new and effective ways for bringing educators together for ongoing learning and collaboration (w/o TOCs).

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	Discussions and ordering complete		Continue the discussions & make the project ongoing
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.	Director of Curriculum & Staff Dev and Teacher-Librarian PSA	Sept 06 – June 07	1. Family of Schools conversations were incorporated into LSA meetings; 2. Resources purchased and distributed	T-Ls are able to bridge the transition for some students	Gather evidence regarding effectiveness of this strategy
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	Spring 07	Pilot complete in all elementary schools. T-Ls facilitated at least 4 sessions for preschoolers and their parents	1.Sessions well-received by many parents 2.Most effective when tied to other programs. 3.How do we collect evidence in relation to the effectiveness of this work?	1.Explore tracking options for young children 2.Explore links to community programs
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.	Sept 06 – June 07	The English 9 exam has been administered and the process will be reviewed in the fall.	1.Can we establish a reliable scoring system? 2.Teachers say the info was useful in planning 3.Could we do this in fall?	Streamline the scoring process; Improve the “assessment for learning” aspect; Strategies for supporting at-risk Gr 10s

7. District and school-based Social Responsibility teams will continue coaching and providing support for schools implementing researched best practice	Director of Student Services		EBS-Pilot project at FG Leary to study the use of the SWIS (School-Wide Information System) Program to track school-wide behaviour issues and to use this data to develop school wide responses to arising issues. Presentation to Student Services completed. Presentation to elementary principals postponed. EBS-District committee re-initiated. All elementary counsellors and DBF's attended annual conference to build support capacity.	Do more schools have functioning EBS Leadership Teams? Are more schools making use of SWIS data to target and refine school-wide interventions in areas of greatest impact?	Using the results of the Central Check-In and Check-Out Pilot, expand the use of this program to meet the needs of students with behaviour challenges.
8. Implement First Steps in Mathematics at the elementary and middle levels to promote formative assessment of number & operations	Director of Curriculum	June 07 – June 10	*Initial training of 14 district facilitators has taken place *Facilitators are engaged in action research as they learn to use the assessment tools	Facilitators are noting a significant change in their ability to observe, analyze, diagnose, and instruct with reference to math confusions	1.By January, extend learning teams to include other teachers 2.Workshops in summer 08 3.Track stories of student learning

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.

<b>Action Plan</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Progress 06/07</b>	<b>Reflections/ Questions</b>	<b>Next Steps 07/08</b>
1. Each year teachers will identify <ul style="list-style-type: none"> <li>➤ Students they are ‘concerned about’ at K-grade 3</li> <li>➤ Students who are not successfully engaged in learning at grades 4-8; and</li> <li>➤ Students who are ‘at risk of not successfully graduating’ at grades 9-12.</li> </ul> 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 2008	All schools, through School Matrix process have identified in Student Services database (300 Files At-Risk) students by PEN. This data, along with high incident SpEd, EDI and Social Services Vulnerability Index provided base for School Composition Matrix. This matrix was used to provide teaching staff top-ups to schools.	How do we track these students over time? How do they come “off” the list? There will be a need to monitor the list, so that if students remain on the list for more than a year...what are “we” doing differently for them.	Further discussions and planning.
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 2008	Pilot to gather student-specific info complete in ADR Family of Schools at grade 6 & 9 levels; grade 9 info has been transferred to CSS	1. Info used well by School-based Teams 2. Transferring to new schools requires completion of 1701s—too late! 3. The use of the data is more important than the collection and management—training?	1. Work with schools in USING the information to support individual students 2. Streamline tracking systems

3. Identify, implement and assess intervention strategies	Executive team and school-based staff	Jan. 07- June 09	Grade 6 & 9 in ADR Family	How do we use this information to make systemic change that will support individual students?	1.Exec team to meet with ADR Family regarding the use of information 2.Design inservice training for more schools 3.Schedule discussions regarding evidence of student needs
4. "Case management" project will begin with the AD Rundle family of schools.	Executive team and ADR family of schools	Sept. 06- June 08	Infrastructure in place; case managers implemented at ADR	Is the information being utilized?	1.Debrief the use of the evidence.

## **Family and Community Connections**

### ***Key Questions:***

- How can we better communicate, share information, and partner with community organizations that 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.

<b>Action Plan</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Progress 06/07</b>	<b>Reflections/ Questions</b>	<b>Next Steps 07/08</b>
1. Implement Strong Start pilot project (Ministry of Ed funding)	Director of Student Services	Sept 2006- June 2007	Strong Start pilot opened Feb/07. Feb-April/07 (47 days) 154 adult days and 265 student days have been recorded for the program. Average of 3.3 adults and 5.6 children per day. Second Strong Start for Watson approved for Sept/07. Two more schools waiting.	Need to compare afternoon with morning program. Impact of move over summer. Are K teachers and Teacher-Librarians making connections to the program.	Opening of Watson Strong Start. Assignment of PEN numbers to participants. Enhance Hubs to include other agencies.
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	TRY-Task Force has tracked school leavers for the 06/07 school year by school. Numbers have steadily grown over the course of the school year. As of May 22/07 – -227 left middle/high school not returned to any educational facility and/or records not requested. -14 pending confirmation/records	There needs to be active out-reach to these students to try to facilitate return to educational setting. Especially important at the Ed Centre. Need additional support	Continue to develop proposal to develop a “Street School” at the CSS TLC site. Wraparound services and educational resources for homeless and street youth. Continue to collect data on TRY students to see if

			have been requested -68 cases closed. TRY Task Force and school administrations/counsellors provided with copy of register approximately every 6-8 weeks. Attempts made to have student return/register.	(dedicated CY Worker) to deal with these very challenging students	active outreach is having a positive impact.
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.	Universal Preschool Committee met but reworked after announcement of Strong Starts/Early Years Grant. Now Early Years Committee with community and district representation. Grant money was divided between Early Years Community Table and District. Early Year Table funds were to be explicitly used to increase the number of childcare spaces available and to provide subsidy directly to needy families. Mapping of childcare/preschool in community completed.	Monitor number of subsidized spaces created. Monitor increase in childcare/preschool opportunities. Are principals and district staff using the Mapping Project and EDI information to place new child care and preschool opportunities in locations of most need?	To monitor the Early Learning proposals/ programs developed by the Elementary schools as reported in SGPs.
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.	Director of Student Services	Nov. 2006-June 2007 Implementation In Oct. 2007		UBC Research Project Results will guide further development of this work.	Build strategies into the Community/District Literacy Plan.

<p>5. The District-wide kindergarten registration process will be 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>	<p>Director of Student Services</p>	<p>Nov. 2006-June 2007 Implementation In Oct. 2007</p>	<p>Early registration of K now encouraged by media ads October 1 to March 1. Strathcona Elementary piloting use of Kindergarten Screening Tool (KST) in May/June with incoming Ks. Also identified enough SpEd/ESL students to offer Language Enhancement K in the fall. Evans and Bernard Elementaries are using the KST to assess all registered K Aboriginal students.</p>		<p>Pilot Results will guide further development of this work.</p>
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3.2 The district will partner with community organizations to determine ways to share information and resources to support students about whom we are concerned.

Rationale: We believe that coordination of support and services will result in greater success for students we are concerned about.

<b>Action Plan</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Progress 06/07</b>	<b>Reflections/ Questions</b>	<b>Next Steps 07/08</b>
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	Jan 07-June 08	<p><b>Child &amp; Youth Mental Health</b>            -Revised referral protocol for use by counselors            -Updated community resource information</p> <p><b>CYC-Early Years</b>            -Community Mapping Project to identify existing childcare/pre-school opportunities and dovetail with existing open space in schools.</p> <p><b>Chilliwack Learning Community</b>            -Further development of Community Literacy Plan</p> <p><b>Chilliwack MCFD</b>            -Meetings with executive members of SD and MCFD to discuss common issues.</p> <p><b>CYC</b>            -Monthly meetings to discuss community issues surrounding children and youth.</p>		Continue the ongoing work of these committees.
2. Project funded by the Federal Department of Indian and Northern Affairs and Development to research Aboriginal students who have dropped out of school. The results of this project will form part of a larger research proposal to CURA	Assistant Superintendent Audet	July to October 2007 (file coding)  October to December (interviewing)	<p><b>August 2007</b>- file search at CSS</p> <p><b>September 2007</b> – file search at SSS and Ed Centre</p> <p><b>October 2007</b>            - accessing “missing” file information from middle and elementary schools.            October 2007 – setting up phone interviews</p>	There are two research components: student files from our schools and interviews with students. Files are being accessed.	There are some “missing” files. Access to students for interviews will require community (Band) involvement for some students.

<p>(Community-University Research Alliance) partnering several academic institutions, government ministries, and communities to obtain information that will facilitate the First Nations Advisory Board in the Chilliwack School District's ability to assess current program impacts on First Nations youth's decisions to remain in school until graduation or to drop-out prior to completing their education, and how to better develop new education programs to reduce the rate of First Nation youth drop-outs.</p>					
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Appendix A

## Cohort Data: Results and Targets

**FSA**

**DART**

**District Exams**

**Provincial Exams**

**Graduation Rates**

**Teacher Professional Judgment on Number of Students At-Risk**

**NB: As of October 15, 2007, FSA, Provincial Examination results and Graduation Rates for the District are not available for the 06/07 School Year. These will be added to the charts, and targets will be set when data is received.**

### 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.

\*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).

#### 1994/1995 Cohort (attended Kindergarten in the 1994/1995 school year)

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 (C- or better)				87%		Results to come
Communications 12 Exam						Results to come
Math ~ Principles Provincial Exam Success Rate				83%		<u>Target</u> 91%
Math ~ Applications Provincial Exam Success Rate				87%		<u>Target</u> 88%
Math ~ Essentials Provincial Exam Success Rate				74%		<u>Target</u> 75%
Successful school completion						69%

### 1995/1996 Kindergarten Cohort

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)
DART ( $\geq$ MM)			83%			
FSA Reading	69%					
FSA Writing	75%					
FSA Numeracy	76%					
Provincial English Exam				93%		<u>Target</u> 95%
Communications 12 Exam						<u>Target</u> 95%
Math ~ Principles Provincial Exam Success Rate				75%		
Math ~ Applications Provincial Exam Success Rate				76%		
Math ~ Essentials Provincial Exam Success Rate				85%		
Successful school completion*						<b>**Target</b> 72%

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

\*\* Actual Graduation Rate based on provincial data only.

### 1996/1997 Cohort

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)
DART ( $\geq$ MM)			83%			
FSA Reading	73%					
FSA Writing	86%					
FSA Numeracy	72%					
Provincial English 10 Exam				Results to come		
Math 10 ~ Principles Provincial Exam Success Rate				Results to come		
Math 10 ~ Applications Provincial Exam Success Rate				Results to come		
Math 10 ~ Essentials Provincial Exam Success Rate				Results to come		
Teacher Professional Judgment				34	80	



During the 2006/07 school year teachers identified students who are ‘not engaged in learning’ and, therefore, may be at risk of not successfully graduating. (Data: Teacher professional judgment and FSA). In 07/08, specific interventions will be identified in order to improve student engagement/learning for these students.

### 1997/1998 Cohort

Assessment	Gr. 4 (01/02)	Gr. 7 (04/05)	Gr. 8 (05/06)	Gr. 9 (06/07)	Gr. 10 (07/08)	Gr. 11 (08/09)	Gr. 12 (09/10)
DART (≥ MM)				77%			
FSA Reading	74%	67%					
FSA Writing	90%	85%					
FSA Numeracy	78%	73%					
Gr. 9 Eng. Final Rdg + Writing (≥50%)				84%			
Gr. 9 Eng. Final Rdg Comp. only (≥50%)				97%			
Provincial English Exam					<u>Target</u> 86%		
Math 10 ~ Principles Provincial Exam Success Rate					<u>Target</u> 76%		
Math 10 ~ Applications Provincial Exam Success Rate					<u>Target</u> 77%		
Math 10 ~ Essentials Provincial Exam Success Rate					<u>Target</u> 86%		
Teacher Professional Judgment				92	86		



During the 2006/07 school year teachers identified students who are ‘not engaged in learning’ and, therefore, may be at risk of not successfully graduating. (Data: Teacher professional judgment and FSA). In 07/08, specific interventions will be identified in order to improve student engagement/learning for these students.

### 1998/1999 Cohort

Assessment	Gr. 4 (02/03)	Gr. 6 (04/05)	Gr 7 (05/06)	Gr. 8 (06/07)	Gr. 9 (07/08)	Gr. 10 (08/09)	Gr. 11 (09/10)	Gr. 12 (10/11)
DART (≥ MM)		91%			<u>Target</u> 80%			
FSA Reading	71%		67%					
FSA Writing	92%		81%					
FSA Numeracy	78%		73%					
Gr. 9 Eng. Final Rdg + Writing (≥50%)					<u>Target</u> 86%			
Gr. 9 Eng. Final Rdg Comp. only (≥50%)					<u>Target</u> 100%			
Provincial English Exam								
Communications 12 Exam								
Math ~ Principles Provincial Exam Success Rate								
Math ~ Applications Provincial Exam Success Rate								
Math ~ Essentials Provincial Exam Success Rate								
Teacher Professional Judgment				50	73			



During the 2006/07 school year teachers identified students who are ‘not engaged in learning’ and, therefore, may be at risk of not successfully graduating. (Data: Teacher professional judgment and FSA). In 07/08, specific interventions will be identified in order to improve student engagement/learning for these students.

### 1999/2000 Cohort

Assessment	Gr. 4 (03/04)	Gr. 6 (05/06)	Gr. 7 (06/07)	Gr. 8 (07/08)	Gr. 9 (08/09)	Gr. 10 (09/10)	Gr. 11 (10/11)	Gr. 12 (11/12)
DART (≥ MM)		93%			<u>Target</u>			
FSA Reading	76%		<u>Target</u> 80% <u>Not Met</u> 65%					
FSA Writing	89%		<u>Target</u> 92% <u>Not Met</u> 80%					
FSA Numeracy	85%		<u>Target</u> 87% <u>Not Met</u> 71%					
Provincial English Exam								
Math ~ Principles Provincial Exam Success Rate								
Math ~ Applications Provincial Exam Success Rate								
Math ~ Essentials Provincial Exam Success Rate								
Teacher Professional Judgment			49	85				



During the 2006/07 school year teachers identified students who are ‘not engaged in learning’ and, therefore, may be at risk of not successfully graduating. (Data: Teacher professional judgment and FSA). In 07/08, specific interventions will be identified in order to improve student engagement/learning for these students.

## 2000/2001 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 (≥ MM)				91%			<u>Target</u> 92% <u>Achieved</u> 94%	
FSA Reading					75%			<u>Target</u> 77%
FSA Writing					92%			<u>Target</u> 92%
FSA Numeracy					83%			<u>Target</u> 85%
Teacher Professional Judgment							114	126



During the 2006/07 school year teachers identified students who are 'not engaged in learning' and, therefore, may be at risk of not successfully graduating. (Data: Teacher professional judgment and FSA). In 07/08, specific interventions will be identified in order to improve student engagement/learning for these students.

## 2001/2002 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 ( $\geq$ MM)				92%			<u>Target</u> 93%	
FSA Reading					84%			<u>Target</u> 85%
FSA Writing					90%			<u>Target</u> 91%
FSA Numeracy					84%			<u>Target</u> 85%
Teacher Professional Judgment						108	165	



During the 2006/07 school year teachers identified students who are 'not engaged in learning' and, therefore, may be at risk of not successfully graduating. (Data: Teacher professional judgment and FSA). In 07/08, 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)	Gr. 7 (09/10)
Independent Reading (PM/DRA)		72%	88%					
DART (≥ MM)				91%			<u>Target</u> 90%	
FSA Reading					<u>Target</u> 77% <u>Not Met</u> 75%			
FSA Writing					<u>Target</u> 90% <u>Not Met</u> 88%			
FSA Numeracy					<u>Target</u> 84% <u>Achieved</u> 86%			
Teacher Professional Judgment					128	178		



During the 2006/07 school year teachers identified students who are ‘not engaged in learning’ and, therefore, may be at risk of not successfully graduating. (Data: Teacher professional judgment and FSA). In 07/08, specific interventions will be identified in order to improve student engagement/learning for these students.

### 2003/2004 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) (≥MM)		74%	87%	87%			
DART (≥MM)				93%			<u>Target</u> 94%
FSA Reading					<u>Target</u> 80%		
FSA Writing					<u>Target</u> 90%		
FSA Numeracy					<u>Target</u> 85%		
Teacher Professional Judgment				118	168		



During the 2006/07 school year teachers identified students they are ‘concerned about’ at this grade level. (Data: Teacher professional judgment and FSA). In 07/08, specific interventions will be identified in order to improve student engagement/learning for these students.

## 2004/2005 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)	Gr. 6 (10/11)
Independent Reading (PM/DRA)			Target 85% Achieved 85%				
DART (≥MM)				Target 94%			
FSA Reading							
FSA Writing							
FSA Numeracy							
Teacher Professional Judgment			129	185			



During the 2006/07 school year teachers identified students they are 'concerned about' at this grade level. (Data: Teacher professional judgment and FSA). In 07/08, specific interventions will be identified in order to improve student engagement/learning for these students.

## 2005/2006 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% <u>Achieved</u> 77%	<u>Target</u> 80%					
DART (≥ MM)								
FSA Reading								
FSA Writing								
FSA Numeracy								
Teacher Professional Judgment		122	183					



During the 2006/07 school year teachers identified students they are ‘concerned about’ at this grade level. (Data: Teacher professional judgment and FSA). In 07/08, 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)				
Concepts About Print	67%							
Letter Identification	83%							
Independent Reading (PM/DRA)		<u>Target</u> 78%						
DART (≥ MM)								
FSA Reading								
FSA Writing								
FSA Numeracy								
Teacher Professional Judgment	65	129						

During the 2006/07 school year teachers identified students they are ‘concerned about’ at this grade level. (Data: Teacher professional judgment and FSA). In 07/08, specific interventions will be identified in order to improve student engagement/learning for these students.

**2007/2008 Cohort**

Assessment	K (07/08)	Gr. 1 (08/09)	Gr. 2 (09/10)	Gr. 3 (10/11)				
Concepts About Print	<u>Target</u> 69%							
Letter Identification	<u>Target</u> 85%							
Independent Reading (PM/DRA)								
DART (≥ MM)								
FSA Reading								
FSA Writing								
FSA Numeracy								
Teacher Professional Judgment	Results to come ↑							

\*\*Goal: During the 2007/08 school year teachers will identify students they are ‘concerned about’ in kindergarten. (Data: Teacher professional judgment and FSA). In Grade One, specific interventions will be identified in order to improve student engagement/learning for these students.

**Appendix B**  
**Informing Teaching and Learning**

**Schools and Teachers will work with:**

**Performance Standards**  
**Report card and IEP analysis**  
**Individual Primary Assessment Summary Sheet**  
**DART analysis**  
**District Exam analysis**  
**FSA Item analysis**  
**Provincial Exam Item analysis**

**These will inform “professional judgment” and allow educators to capture student specific information as exemplified on the following pages.**



Please logout at the end of your session



## Chilliwack On-line Reporting

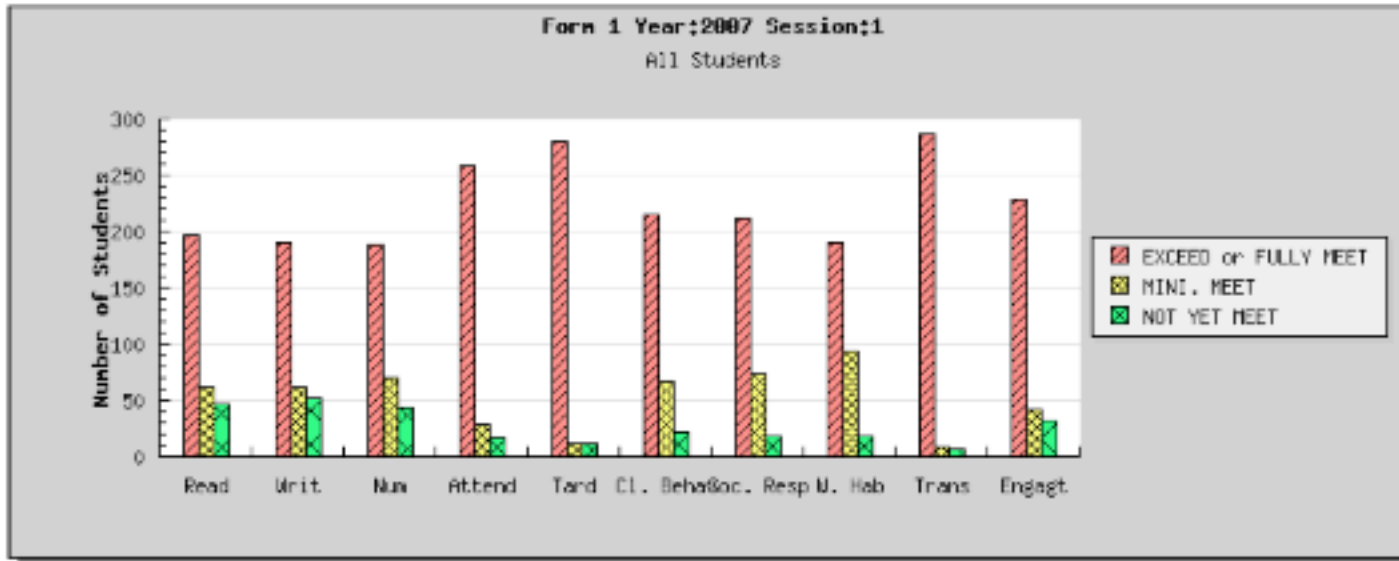
### CHILLIWACK SCHOOL DISTRICT NO. 33- RUNDLE PILOT PROJECT FORM

School Number: ..... Teacher: test Year: 2007 Session: 1

At Risk: 107 Not At Risk: 198 Unkown: 3

#### Form 1 (All Students)

ASPECT	EXCEEDING or FULLY MEETING EXPECTATIONS	MINIMALLY MEETING EXPECTATIONS	NOT YET MEETING EXPECTATIONS
Reading (Read)	196 (65%)	61 (20%)	46 (15%)
Writing (Writ)	190 (63%)	61 (20%)	52 (17%)
Numeracy (Num)	189 (62%)	70 (23%)	44 (15%)
Attendance (Attend)	259 (85%)	28 (9%)	16 (5%)
Tardiness (Tard)	280 (92%)	12 (4%)	11 (4%)
Classroom Behaviour (Cl. Behav)	215 (71%)	67 (22%)	21 (7%)
Social Responsibility (Soc. Resp)	211 (70%)	74 (24%)	18 (6%)
Work Habits (W. Hab)	190 (63%)	94 (31%)	19 (6%)
Transience (Trans)	287 (95%)	9 (3%)	7 (2%)
Engagement (Engag)	229 (76%)	42 (14%)	32 (11%)



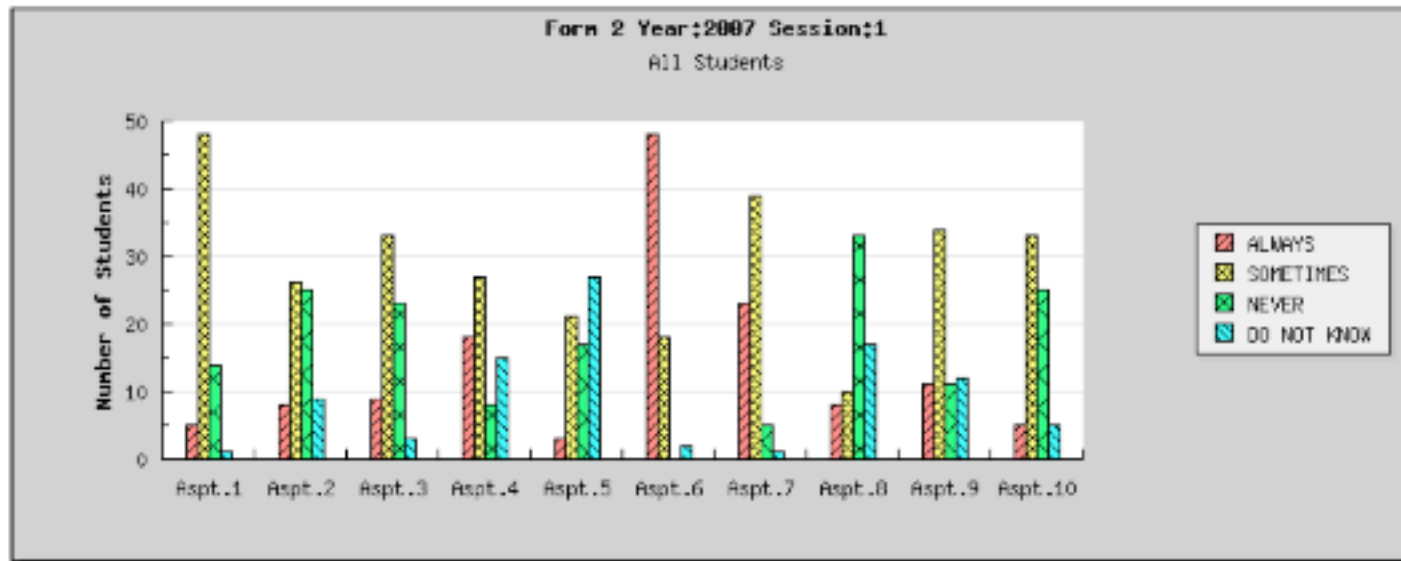
**Appendix C**  
**Family and Community Connections**

**As schools, and as a district, we are beginning to collate student specific data with regard to family and community connections. We will analyze this data for trends and attempt to improve family and community connections for children at risk.**

**A sample follows.**

## Form 2: FAMILY & COMMUNITY CONNECTIONS (All Students)

ASPECT	ALWAYS	SOMETIMES	NEVER	DO NOT KNOW
1. Student completes homework.	5 (7%)	48 (71%)	14 (21%)	1 (1%)
2. Parent/Guardian/ Band Education Worker (where applicable) has been in contact with me about the child's education.	8 (12%)	26 (38%)	25 (37%)	9 (13%)
3. Communications between home and school are functional and beneficial.	9 (13%)	33 (49%)	23 (34%)	3 (4%)
4. Student comes with nutritional breakfast/lunch.	18 (26%)	27 (40%)	8 (12%)	15 (22%)
5. Student attends school breakfast/lunch program.	3 (4%)	21 (31%)	17 (25%)	27 (40%)
7. Student has adequate school supplies.	23 (34%)	39 (57%)	5 (7%)	1 (1%)
8. Student is involved in community activities (e.g.: sports, clubs, extended family, etc.).	8 (12%)	10 (15%)	33 (49%)	17 (25%)
9. Student is well rested (applicable to elementary only).	11 (16%)	34 (50%)	11 (16%)	12 (18%)
10. Student associates with a positive peer group.	5 (7%)	33 (49%)	25 (37%)	5 (7%)

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