

Improve Students' Literacy Skills:



91% of students meeting expectations

Improve Students' Numeracy Skills:



90% of students meeting expectations

Improve School Completion & Transition Rates:



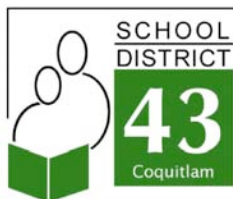
91% of students meeting expectations

Increase Socially Responsible Behaviour:



94% of students meeting expectations

Summary of Achievement 2011 / 2012



Learning for a Lifetime

www.sd43.bc.ca

DISTRICT ACHIEVEMENT CONTRACT

SD43 Coquitlam

Learning without boundaries

2012-2015



Melissa Hyndes,
Chair, Board of
Education



Judy Shirra,
Vice Chair



Gail Alty



Holly
Butterfield



John J.
Keryluk



Brian
Robinson



Diane
Sowden



Keith
Watkins



Gerri
Wallis

From the Board of Education for School District 43 (Coquitlam),

The Board of Education is pleased once again to highlight the progress made in student achievement over the past year in our District. The 2012 report provides evidence of our progress and the steps the District is taking to work towards its vision of *Learning Without Boundaries*.

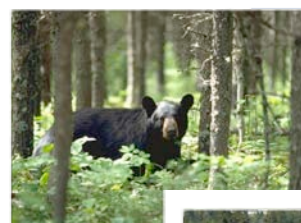
What you will see in this report is a renewed commitment to consistently high achievement in School District 43. While we have one of the highest school completion rates in the province, we cannot lose sight of the fact that there is always room for improvement. We will continue to provide opportunities for all learners to improve their achievement in the areas of literacy, numeracy, transition and completion rates, and social responsibility.

In keeping with *Learning Without Boundaries*, the District will heighten its focus on personalized learning to reach more students through new opportunities such as the Inquiry Hub, Neighbourhood Learning Centres, the implementation of a Reggio Influenced Program, and increased offerings of International Baccalaureate.

Through strong leadership, the hard work of our students, parent support and the skill and dedication of our staff, we will continue to nurture a collaborative culture across the system to help ensure student success.



Melissa Hyndes
Chair, Board of Education



International Student Achievements

- * More than half of international students qualified for honor roll.
- * The overall average high school mark for our international students is B or better.
- * Over half of secondary school international students have native-like fluency in English

District Context June, 2012



Demographics

34,472 total students
4,409 ESL
4,722 special needs
3,004 French Immersion
1,168 Aboriginal
3,558 Open Learning
922 International
244 Alternate program
3,300 Continuing Ed.
5,500 Summer Learning

Student Support

Audiology Centre
Challenge Centers
Language Development Pgm.
Success For All
CLOC
Autism Support Team
Behaviour Support
Social Adjustment Program
Teaching & Evaluation Centre
SHARP
HUB Community Schools

Programs of Choice

Advanced Placement
Coquitlam Open Learning
French Immersion
Mandarin Bilingual
Marathon
Montessori
International Baccalaureate
International Education
Sec. Apprenticeship Programs
MACC & TALONS
Inquiry Hub
Reggio Influenced Program

Improve Students' Literacy Skills	Improve Students' Numeracy Skills
Improve School Completion & Transition Rates	Increase Socially Responsible Behaviour

STANDARD OF PERFORMANCE ONE

STANDARD OF PERFORMANCE TWO

Planning
That Supports
A Cycle of
Improvement

Evidence-
based
+ Decision
Making

“The vital 21st-Century skills that will drive new knowledge economies are integral to the agenda of personalized learning. Creativity, innovation, intellectual agility, teamwork, problem solving, flexibility, and adaptability to change are essential...Twenty-first-century schools must also embrace deeper virtues and values such as courage, compassion, service, sacrifice, long-term commitment and perseverance.”
Hargreaves & Shirley, *The Fourth Way*

Action Plans for Learning

Action Plans for Learning (APLs) create the framework for the Achievement Contract. School goals must be meaningful and based on the needs of individual schools and their community, and determined by a clearly articulated need for improvement. These goals, combined with the District’s vision for student learning, provide the scaffold for the Achievement Contract goals and inform educational service and program development.

Integrated Community Literacy Plan

We are working together to increase literacy learning success for all. The Integrated Community Literacy Plan is a long-term process plan which focuses on dialogue and collaboration to meet the needs of all literacy learners in the community. The Achievement Contract provides the means to articulate the District’s actions toward literacy achievement and meeting targets.

Aboriginal Education Enhancement Agreement

The sharing of similar strategies and district structures connects the Aboriginal Education Enhancement Agreement to the Achievement Contract. Targets are embedded in each goal area to support the efforts of schools and the community to address the needs of Aboriginal students in all aspects of educational planning.



Personalization with Purpose

Personalized Learning has multiple definitions including: elective programs, alternate delivery modes, independent learning pathways, differentiated instruction, caring learning communities and, engagement and self-regulated learning. How we might integrate these with our values, guided by social responsibility, and our dream of Learning Without Boundaries is a focus of inquiry for School District 43 as we seek to personalize learning to best serve the needs of every learner, every day helping them to become meaningful contributors to society.

Authentic Assessment

Our challenge is to create systemic, district-wide, authentic assessments that build confidence, bring hope and ensure learning for all students (Stiggins, 2003). The District, through the Staff Development Department, continues to increase the involvement of teachers in designing tasks tied to the BC Performance Standards which they mark and analyze to facilitate their planning for instruction. The district’s Classroom Assessments Based on Teacher Judgement also gives an accurate indication of student progress. This data is integral to the Achievement Contract and district decision-making.



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Increase
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STANDARD OF PERFORMANCE THREE

Continuous Professional Development

School District 43's distinctive innovations for learning have become embedded in its culture. "These foundations for learning have shifted the focus from measuring student achievement to ensuring student learning, from private practice to collaborative inquiry, and from individual accountability to collective responsibility." (Wellman, 2003)

<http://tiny.cc/SD432011-12PDCalendar>

Living A Culture of Inquiry

Professional Networks Series

This series promotes deeper learning throughout the school year as teams of teachers across the District meet for focused inquiry into areas such as: formative assessment, literacy, numeracy, technology integration, social responsibility and early learning.

Learning Partners

By partnering with educational leaders in various fields, the District benefits from the most current research and guidance toward the most promising practices.

Project Schools

Ten elementary schools are networked in the inquiry-based Strong Classrooms, Strong Schools project to ensure individual student success in literacy. School staffs are led in facilitated conversations around effective strategies and practices. The project schools are also brought together several times a year to share findings across schools.

Action Research Learning Teams

Small groups of educators meet as facilitated, teacher-directed teams for inquiry-based sessions focused on improving instructional practice and student learning. These can be school-based or involve collaboration amongst teachers from several schools with similar questions. In 2011-2012 there were over 50 Learning Teams, involving more than 500 educators focused on personal professional development.



Assessment For Learning

Designed and assessed by classroom teachers, annual District-Wide Assessments of and for learning, in the areas of reading, writing and numeracy, are used to inform classroom instruction for teachers and to inform the District. These sessions provide valuable collaborative time for teachers to learn from one another, establish agreed-on standards and create formative assessments.

Emergent Curriculum

A network of early learning educators including StrongStart Facilitators, Kindergarten and other primary teachers are sharing experiences and effective practices to promote play-based learning. They are also inquiring into how best to document learning in an emergent curriculum environment. Developed to provide the opportunity for deep inquiry into early learning pedagogy, two Early Learning Lab classrooms also provide an authentic environment to explore innovative practices.

Integrating Technology and Instruction

The integration of technology and instructional practices is supported through my43 virtual classrooms, District digital content and e-Resources, Technology Focus Groups and Learning Teams and Coquitlam Open Learning. Teachers are facilitated to collaborate on investigations into the most effective integration of technology for their classroom and school contexts.

Leadership & Mentoring

To promote engaging, dynamic, shared leadership development that increases student learning, School District 43's Mindful Leadership Development brings coherence to various leadership structures and opportunities. Mentoring Matters is a formal mentoring structure aimed at supporting and retaining new educators with less than five years experience.

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STANDARD OF PERFORMANCE FOUR & FIVE

Student, Family & Community Engagement



In School District 43 effective innovations such as the Early Learning Focus Group inquiry, Engaging Middle Learners Group, Secondary School Success Project, and the UShapEd Student World Cafe have become internalized as schools work together. When local schools work together with community members, parents and businesses, then neighbourhoods of learning are created and a sense of collective responsibility for ensuring student learning develops.

Student Voice

More than one hundred and fifty students from secondary and middle schools participated in a student-facilitated forum to answer questions concerning their learning environment around four themes: quality teaching, learning in the future, learning with technology and personalization of learning. The resulting graphic



representation of students' values, concerns and beliefs will be vital to putting Learning Without Boundaries into action.

Family Play and Learn Night

These monthly community events for families and their children aged 3-10 are hosted in Coquitlam Centre mall.



Coordinated through the partnership between School District 43, Tri-Cities Early Learning Childhood Development Committee, and the Tri-Cities public libraries, and using secondary and middle school student volunteers, the events are designed to promote literacy and numeracy strategies to encourage education in the home.

Community Engagement

School District 43 continues to reach out in many ways to engage the local community. Some examples include Neighbourhood Learning Centers located in the new schools being built and Early Care Centres within elementary schools. As well, the District is working in partnership with SFU to develop graduate programs for educators and mentoring structures to foster powerful professionalism now and in the future.

School Planning Councils

Following input from school staffs, School Planning Councils (SPCs) discuss, adjust and submit Action Plans for Learning (APLs) based on Board approved criteria. After review and feedback by Assistant Superintendents, SPCs resubmit their APL in September and update it throughout the year. The Action Plans for Learning are incorporated into the District Achievement Contract and Superintendent's Report to reflect significant goals and areas for focus for professional development.

Learning Without Boundaries

School District 43 engaged the whole system to discover our inspiring dream by drawing on stories from all members to determine "Learning Without Boundaries" as our "compelling and inclusive moral purpose" (Hargreaves and Shirley 2009) that best characterizes our community. Presently, a Design Team of representative teachers, students, administrators, District staff and parents are working together to define what Learning Without Boundaries will look like. This definition will drive the systemic implementation of the dream as we continue with innovations to prepare our learners for success in the 21st Century.

Improve
Students'
Literacy
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Improve
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STANDARD OF PERFORMANCE SIX

Collaboration & System-Based Alignment

Improve
School
Completion &
Transition
Rates

Increase
Socially
Responsible
Behaviour

STANDARD OF PERFORMANCE SEVEN

Openness & Transparency Of District Information

Collaborative inquiry continues to define future efforts in School District 43 to ensure improving student achievement, and consequently, student learning. Educators working together in lively learning communities with an inquiry focused on the most promising instructional and assessment practices pushes people forward, draws people together, lifts them up, and helps them find the best in themselves and their students. Sharing and learning with other school districts, near and far, renews our focus and our values.

Networks Between Schools

Learning Teams provide the structure for small groups of educators from the same school or across schools to meet regularly for professional development. The Professional Networks Series offers opportunities for whole school staffs to come together with the outside voice of a learning partner to engage deeply throughout the school year with particular topics, including literacy, numeracy, formative assessment, and early learning. Schools connect directly to the District through Learning Support Teachers. These educators focus on building networks and directly assisting educators to improve instruction, assessment and learning.

Regional Networks

School District 43 works with colleagues at all levels from other schools districts through various structures including: Coast Metro Consortium, Adolescent Literacy Network, Lower Mainland Math Coordinators, Learning Forward, Teacher Mentorship BC, BCTF, BCPVPA, BCSSA and others. These connections provide valuable professional development opportunities. The district also hosts visiting educators from BC, Washington state and other countries to exchange ideas.

District Advisory Committees

The six District Advisory Committees offer a forum for partner groups to come together to share information while reviewing, advising and making recommendations regarding priorities, plans and processes. The Advisory Committees reporting to the Superintendent include: Student Services, Aboriginal Education, Student Achievement, French, Educational Technology and Transition Education.

Openness and Transparency

Recent technology innovations have included the development of district e-forms for a number of processes, including school planning. The Action Plans for Learning (APL) e-form is used as the format for all school achievement plans, which are available to the public on school websites. Required sections on the APL form includes school, district and provincial-level data, analysis and reflection.

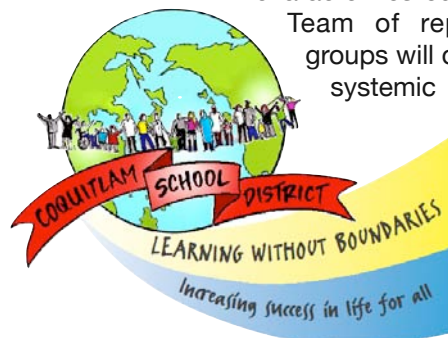
Mindful Leadership

Innovation, inquiry and internalization occur when leadership structures in School District 43 promote professional expertise, authentic alignment, integration, collective responsibility, caring, reflection and open-mindedness. Mindful leadership synergizes these elements, empowering teachers.

Learning Without Boundaries

School District 43 engaged the whole system to collaboratively discover our inspiring dream by drawing on stories from all members to determine "Learning Without Boundaries" as our "compelling and inclusive moral purpose" (Hargreaves and Shirley 2009) that best characterizes our community. A Design

Team of representatives from all groups will define this, leading to the systemic implementation of the dream as we continue with innovations designed to prepare our learners for success in the 21st Century.



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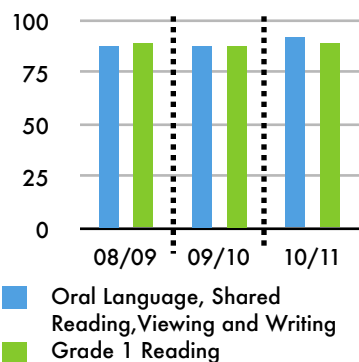


SUMMARY

LITERACY: Improve Students' Literacy Skills, K - 12

Target: 95% of students meeting expectations by 2015

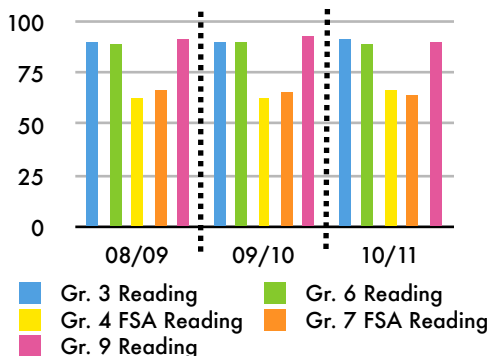
Early Literacy (K - 1)



Results
 % of students meeting expectations
 93 % of Kindergarten
 90 % of Grade 1

Indicators/Evidence
 Teacher observations, Student and parent conferences, Student products and self evaluations
 CBA
 DRA, QCA, K Developmental Continuum

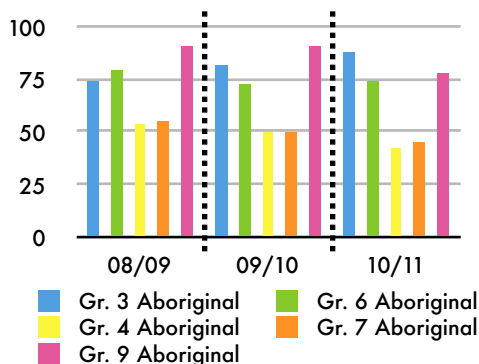
Gr. 3 - 9 Reading Comprehension (All Students)



Results
 % of students meeting or exceeding expectations
 92 % of Grade 3
 89 % of Grade 6
 69 % of Grade 4 FSA
 60 % of Grade 7 FSA
 91 % of Grade 9

Indicators/Evidence
 CBA
 DRA, QCA/RAD
 FSA

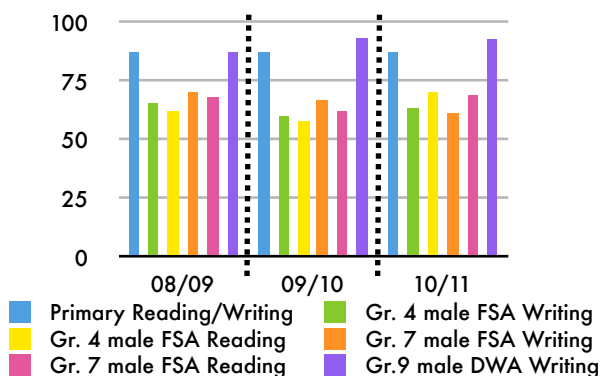
Gr. 3 - 9 Reading Comprehension (Aboriginal Students)



Results
 % of students meeting or exceeding expectations
 88 % of Gr. 3 Aboriginal
 75 % of Gr. 6 Aboriginal
 56 % of Gr. 4 Aboriginal
 44 % of Gr. 7 Aboriginal
 78 % of Gr. 9 Aboriginal

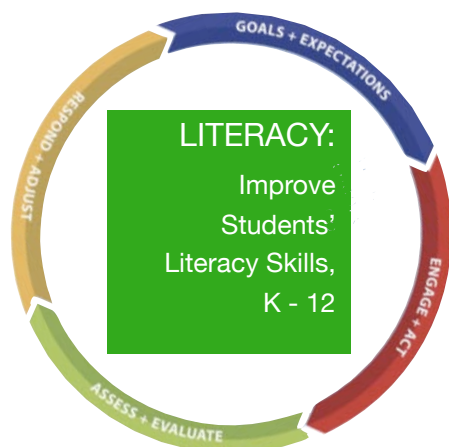
Indicators/Evidence
 CBA
 DRA, QCA/RAD
 FSA

Literacy (Male Students)



Results
 % of students meeting or exceeding expectations
 88 % of Primary male Reading/Writing
 68 % of Gr. 4 FSA Reading/Writing
 63 % of Gr. 7 FSA Reading/Writing
 93 % of Grade 9 Writing

Indicators/Evidence
 Teacher observations, student products for reading writing
 CBA
 District-Wide Writing Assessment for Gr. 9
 FSA



GOALS + EXPECTATIONS

GOAL 1: Literacy		52 schools with 56 goals		
	Reading Comprehension	Writing	Other	Total
Elementary	17	16	9	42
Middle	9	2	1	12
Secondary	1		1	2

RATIONALE: WHY DID WE CHOOSE THIS GOAL?

Action Plans for Learning

APLs indicate that improving reading comprehension continues to be a focus at Grade 3 through 9, with over 40% of APLs (27 schools with goals – 17 elementary, 9 middle, and 1 secondary) schools designating reading comprehension as a focus for improvement.

Early Literacy

According to data from the Early Development Instrument in February 2006, 7.5% of all Kindergarten students are designated vulnerable in terms of language/cognitive development. According to the 2009 results on the Early Development Instrument, district-wide, the largest proportion of children who are vulnerable was on the Communication Skills and General Knowledge scale (12.6%). Vulnerability increased from Wave 2 to 08/09 on all scales except Communication Skills.

In 2011, the vulnerability rate was 33%. The largest proportion of children who are vulnerable was on the Social Competence Scale (16%) and Communication Scale (13%). Vulnerability again increased as compared to Wave 2 and Wave 3 on all scales except Communication.

Grade 3-9 Literacy

The achievement of male students continues to be of particular concern. Data indicates that in Grade 1, 3 and 6, more girls than boys are meeting, fully meeting or exceeding expectations when assessed based on the BC Reading Performance Standards.

Of equal concern are Aboriginal students. These sub-groups (male and Aboriginal students) continue to be a particular focus.

SUMMARY STATEMENT OF PROGRESS

This performance target, established in 2007-2008 and reaffirmed in 2010, for the four objectives under the Literacy goal is in each case to achieve 95% of students meeting or exceeding expectations by 2015. At this time, although we continue to progress towards meeting the performance target for Literacy, the target is not yet met.



GOALS + EXPECTATIONS

OBJECTIVE 1.1: EARLY LITERACY - *maximize Grade K-1 literacy skills (reading, writing, oral language)*

KINDERGARTEN

93% of students were meeting expectations.

GRADE 1

90% of students were meeting expectations.

TARGET - 95% meeting overall by 2015

STATEMENT OF PROGRESS: *Not met.*

COMMENTS

Kindergarten teachers continue to be encouraged to use the Kindergarten Learning Project materials to inform instruction and to report on Kindergarten student progress on formal reports.

39 elementary schools participated in the Welcome to Kindergarten program developed by The Learning Partnership. This program helps parents to support the development of readiness skills for children in their Kindergarten entry year.

12 elementary schools and 1 middle school house a StrongStart BC program.

Classroom-level data was not available for 2011-12.

OBJECTIVE 1.2: GRADE 3-9 READING COMPREHENSION - *improve Grade 3-9 reading comprehension skills*

GRADE 3

92% of Grade 3 students were meeting expectations on Classroom Assessments (BC Performance Standards). 69% of students are meeting expectations on FSA Reading in Grade 4.

GRADE 6

89% of Grade 6 students were meeting expectations on Classroom Assessments (BC Performance Standards). 60% of students are meeting expectations on FSA Reading in Grade 7.

GRADE 9

91% of Grade 9 students were meeting expectations on Classroom Assessments (BC Performance Standards).

TARGET - 95% meeting overall by 2015

STATEMENT OF EXPECTATIONS: *Not met.*

COMMENTS

27 reading comprehension goals have been identified as a focus in elementary, middle, and secondary school APLs. Schools are continuing to work to:

- Reduce the number of students who are not meeting expectations.
- Ensure students who are meeting expectations in June 2012 continue to progress and meet expectations for the next grade.

Classroom-level data was not available for 2011-12.

OBJECTIVE 1.3: GRADE 3-9 READING COMPREHENSION: **Aboriginal Students** - *improve Grade 3-9 reading comprehension skills of Aboriginal Students*

GRADE 3

88% of Aboriginal Grade 3 students were meeting expectations on Classroom Assessments (BC Performance Standards). 56% of Aboriginal students are meeting expectations on FSA Reading in Grade 4.

GRADE 6

75% of Aboriginal Grade 6 students were meeting expectations on Classroom Assessments (BC Performance Standards). 44% of Aboriginal students are meeting expectations on FSA Reading in Grade 7.

GRADE 9

78% of Aboriginal Grade 9 students were meeting expectations on Classroom Assessments (BC Performance Standards).

TARGET - 95% meeting overall by 2015

STATEMENT OF EXPECTATIONS: *Not met.*

COMMENTS

The number of Aboriginal students at any grade is very small. Participation in assessments and inclusion in school data needs to be carefully monitored to ensure that all Aboriginal students are being "counted". Classroom-level data was not available for 2011-12.

OBJECTIVE 1.4: LITERACY MALE STUDENTS - *improve literacy achievement of male students*

MALE STUDENTS

Fewer male than female students meet or exceed expectations for reading and writing at all grade levels, on Classroom Assessments, District-Wide Assessments, and FSA Reading and Writing.

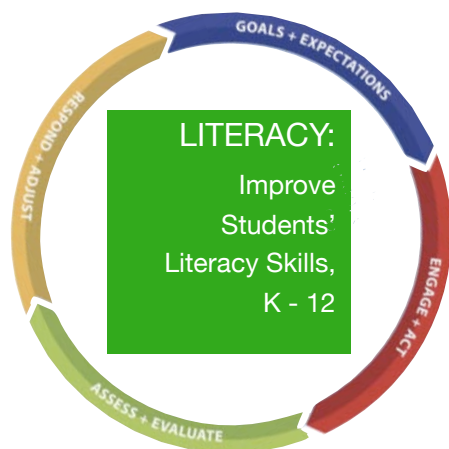
88% of male students in the primary grades were meeting expectations in literacy on Classroom Assessments (BC Performance Standards). 68% of Grade 4 male students are meeting expectations on FSA Writing and FSA Reading (combined). 63% of Grade 7 male students are meeting expectations on FSA Writing and FSA Reading (combined).

TARGET - 95% meeting overall by 2015

STATEMENT OF PROGRESS: *Not met.*

COMMENTS

Differences between male and female achievement are particularly striking when the top two scale points (exceeding and fully meetings) are combined. The increasing literacy demands in school and society make it essential that the percentage of boys who are able to achieve at a high level (e.g. fully meeting or exceeding expectations) must increase. Classroom-level data was not available for 2011-12.



ENGAGE + ACT



OBJECTIVE 1.1: EARLY LITERACY - maximize Grade K-1 literacy skills (reading, writing, oral language)

1.0 FTE Elementary, Early Learning and Literacy Coordinator	Organize and coordinate professional development for curriculum implementation, instruction, and assessment practices for literacy at all levels as well as implementation of early learning initiatives and practices system-wide
Kindergarten Learning Project: Developmental Continua	Continue to support implementation and use of continua to guide instruction for early learners
District Primary Action Research – Emergent Curriculum	A District Learning Support Teacher will work with a team of teachers to explore the use of emergent curriculum to form inquiry-based projects that are co-constructed between teachers and students
District Primary Action Research – Nature-based Learning	A District Learning Support Teacher and classroom teachers work will with a team of teachers to investigate authentic outdoor learning that extends learning beyond the classroom
District Grade K - 1 Action Research - Primary Educational Philosophies	District Learning Support Teachers and classroom teachers will examine new philosophies in primary education
Welcome to Kindergarten 39 elementary schools	Familiarize children and their families with the school environment and begin or continue relationships with educators in their neighbourhood school. Introduce activities that parents can do at home with their children to improve school readiness
1.0 Early Learning Support Teacher (District-based)	Liaise with and support Kindergarten teachers, StrongStart Centres and the early childhood community
1.0 Learning Support Teacher with a Focus on Kindergarten and Grade One	Focus on and support early primary teachers in their classroom practice, including through lab classrooms in the Reggio Influenced Program
Family Play and Learn Nights For children aged 3-10 and their families	Held monthly at the Coquitlam Centre mall. Includes full partnership from municipal and community organizations and groups
Mandarin Bilingual Program Expanding to Grade 3	Continue to implement a new Mandarin Bilingual Program in one school
StrongStart School Library Access Project	Children registered in District StrongStart programs are provided with access to the school's teacher-librarian for programming, and with book exchange privileges
1.0 FTE French Immersion Learning Support Teacher	Works side-by-side with elementary teachers in an inquiry-based approach to improve literacy success and facilitate the continued implementation of the Full Day Kindergarten program
Learning Team: Réseau maternelle	Support teachers of French Immersion Kindergarten and Grade 1 with implementation of Full Day Kindergarten

ENGAGE + ACT

OBJECTIVE 1.2: GRADE 3-9 READING COMPREHENSION - *improve Grade 3-9 reading comprehension skills*

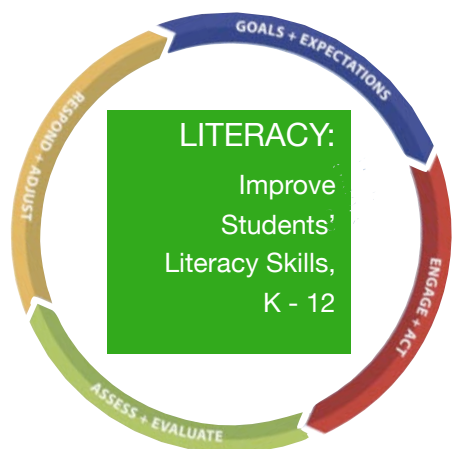
<p>Ready-Set-Learn</p> <p>Three-year-old children and their parents from each elementary school catchment area receive a book and attend a local RSL event. A Family of Schools model was implemented with administrators from each school planning a collaborative event with the support of the Staff Development early learning team, StrongStart facilitators and the community ECD table</p>	<p>Familiarize children and their families with the school environment and begin relationships with educators in their neighbourhood school. Begin to foster an appreciation for and understanding of literacy by sharing language games, discussing the importance of reading with children daily and discussing child development in relation to reading and oral language development</p>
<p>Strong Classrooms, Strong Schools Project: 10 elementary schools</p>	<p>Ten vulnerable elementary schools continue to be provided with support, training and resources</p>
<p>Literacy Professional Network Series September 21, January 25, April 19</p>	<p>Support teachers in accessing the latest research-based instructional practices from educational literacy leaders</p>
<p>Learning Teams: Reading Comprehension Focus</p>	<p>Improve instructional practice in reading comprehension in a research focused inquiry-based model of action research for over teachers released for up to three afternoons with a facilitator</p>
<p>Learning Team: Teaching and Assessing Using Trait-Based Writing: Grades K-5</p>	<p>This district-based learning team, facilitated by a district Learning Support Teacher and Traits Trainer, focuses on the seven dimensions of writing performance</p>
<p>RELI (Ressource d'Évaluation de la Lecture en Immersion) and Quick Comprehension Assessment (non-fiction)</p>	<p>Continue the implementation of a standard district-wide classroom-based reading assessment process to inform classroom literacy instruction across content areas and identify areas for district-wide instructional support for English and French language arts</p>
<p>Idélie French Immersion literature familiarization program</p>	<p>Foster an appreciation for French-Canadian literature and understanding of literacy through classroom presentations by authors and/or illustrators</p>
<p>3.0 FTE Learning Support Teachers (K-5, Intermediate/Middle, Secondary)</p>	<p>Working side-by-side with teachers in an inquiry-based approach to improving literacy success, meeting with teams and individual teachers to collaboratively establish shared understanding regarding research-based literacy practice</p>
<p>1.0 FTE Library and Information Coordinator</p>	<p>Organize and coordinate professional development for teacher-librarians. Support school library programs and services with the focus of improving literacy-defined broadly-for all learners.</p>
<p>School Library Programs Teacher-Librarians</p>	<p>Continue providing inquiry-based programs and high quality, multi-format learning resources toward developing students' capacity as 21st-Century learners and improving students' literacy success</p>
<p>Fast ForWord Literacy Support Program and Assistive Technology</p>	<p>Implement computer-based programs to address differentiated needs and to improve reading success</p>

OBJECTIVE 1.3: GRADE 3-9 READING COMPREHENSION: Aboriginal Students - *improve Grade 3-9 reading comprehension skills of Aboriginal Students*

See Aboriginal Education Enhancement Agreement Report – Year Five

OBJECTIVE 1.4: LITERACY: Male Students - *improve literacy achievement of male students*

<p>Grade 9 District-Wide Writing Assessment</p>	<p>Assessments held early each semester support teachers in planning for instruction regarding all students with a particular focus on male learners</p>
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ASSESS + EVALUATE

INDICATORS/EVIDENCE - *What data did we look at?*

Kindergarten and Grade 1

School identification of K-1 students currently in need of support in terms of reading/writing using a variety of data (including specific assessment tools such as teacher observations, student and parent conferences, student products, and student self evaluations, Kindergarten developmental continua, DRA, QCA).

Classroom Assessments

Teacher judgment in terms of BC Performance Standards, based on a variety of evidence, including a standard measure of reading (e.g. DRA, RAD, QCA)

FSA Reading
Grade 4 and 7

District-Wide Assessments
District assessments of writing at Grade 9

OBJECTIVE 1.1: EARLY LITERACY - *maximize Grade K-1 literacy skills (reading, writing, oral language)*

CLASSROOM ASSESSMENTS (April 2011)
Kindergarten Oral Language, Shared Reading and Viewing and Writing

Percentage of students at each level

n = 1685 (84% part.)
Aboriginal = 36

	All	F	M	Ab
AP	6	7	4	-
DV	55	60	50	44
BG	33	29	36	19
EM	7	4	10	36

CLASSROOM ASSESSMENTS (April 2011)
Grade 1 Reading

Percentage of students at each level

n = 1812 (87% part.)
Aboriginal = 42

	All	F	M	Ab
EX	14	14	13	12
FM	49	53	46	31
MM	27	25	29	38
NY	10	7	12	19

OBJECTIVE 1.2: GRADE 3-9 READING COMPREHENSION - *improve Grade 3-9 reading comprehension skills*

CLASSROOM ASSESSMENTS (April 2011)
Grade 3, Grade 6, Grade 9 Reading

Percentage of students at each level of the BC Reading Performance Standards

Gr. 3 n = 1789 (86% part.)
Gr. 6 n = 1955 (86% part.)
Gr. 9 n = 1122 (42% part.)

	Gr. 3	Gr. 6	Gr. 9
EX	11	14	26
FM	57	45	41
MM	24	31	25
NY	8	11	8

FSA READING (February 2012)
Grade 4 and Grade 7 Reading

Percentage of students meeting expectations

Gr. 4 n = 1729 (83% part.)
Gr. 7 n = 1918 (82% part.)

	Gr. 4	Gr. 7
EX	9	8
M	60	52
NY	14	22

OBJECTIVE 1.3: GRADE 3-9 READING COMPREHENSION: Aboriginal Students - *improve Grade 3-9 reading comprehension skills of Aboriginal Students*

CLASSROOM ASSESSMENTS (April 2011)
Grade 3, Grade 6, Grade 9 Reading - Aboriginal Students

Percentage of Aboriginal students at each level of the BC Reading Performance Standards

Gr. 3 n = 60
Gr. 6 n = 80
Gr. 9 n = 41

	Gr. 3	Gr. 6	Gr. 9
EX	10	5	-
FM	47	31	27
MM	32	39	51
NY	12	25	22

FSA READING (February 2012)
Grade 4 and Grade 7 Reading - Aboriginal Students

Percentage of Aboriginal students meeting expectations

Gr. 4 n = 72
Gr. 7 n = 92

	Gr. 4	G4. 7
EX	2	3
M	54	41
NY	19	34

ASSESS + EVALUATE

OBJECTIVE 1.4: LITERACY: Male Students - *improve literacy achievement of male students*

CLASSROOM ASSESSMENTS (April 2011)

Grade 1 Reading

Percentage of students at each level of the BC Reading Performance Standards

n = 1812 (87% part.)

	F	M
EX	14	13
FM	53	46
MM	25	29
NY	7	12

CLASSROOM ASSESSMENTS (April 2011)

Grade 9 Writing - Female/Male Students

Percentage of students at each level of the BC Writing Performance Standards

n = 1370 (52% part.)

	F	M
EX	27	19
FM	40	35
MM	25	36
NY	8	10

CLASSROOM ASSESSMENTS (April 2011)

Grade 2 Writing - Female/Male Students

Percentage of students at each level of the BC Writing Performance Standards

n = 1713 (83% part.)

	F	M
EX	9	4
FM	56	49
MM	26	34
NY	8	14

DISTRICT-WIDE ASSESSMENT (October 2010)

Grade 9 Writing - Female/Male Students

n = 623 (approx. 48% of Gr. 9s taking English in term 1; 24% part. of Gr.9s total)

	F	M
6	10	4
5	24	20
4	44	39
3	19	31
2	3	5
1	-	1
0	-	-

CLASSROOM ASSESSMENTS (April 2011)

Grade 3 Reading - Female/Male Students

Percentage of students at each level of the BC Reading Performance Standards

n = 1789 (86% part.)

	F	M
EX	13	8
FM	62	54
MM	20	27
NY	5	11

DISTRICT-WIDE ASSESSMENT (February 2011)

Grade 9 Writing - Female/Male Students

n = 473 (approx. 36% of Gr. 9s taking English in term 2; 18% part. of Gr.9s total)

	F	M
6	21	13
5	33	24
4	39	46
3	6	15
2	1	1
1	-	-
0	-	-

CLASSROOM ASSESSMENTS (April 2011)

Grade 6 Reading - Female/Male Students

Percentage of students at each level of the BC Reading Performance Standards

n = 1955 (86% part.)

	F	M
EX	19	10
FM	48	41
MM	26	35
NY	7	14

FSA READING (February 2012)

Grade 4 and Grade 7 Reading - Female/Male Students

Percentage of students meeting expectations

Gr. 4: female n = 803; male n = 926
Gr. 7: female n = 921; male n = 997

	Grade 4		Grade 7	
	F	M	F	M
11/12	72	66	64	56
10/11	71	64	69	61
09/10	68	58	70	62

CLASSROOM ASSESSMENTS (April 2011)

Grade 9 Reading - Female/Male Students

Percentage of students at each level of the BC Reading Performance Standards

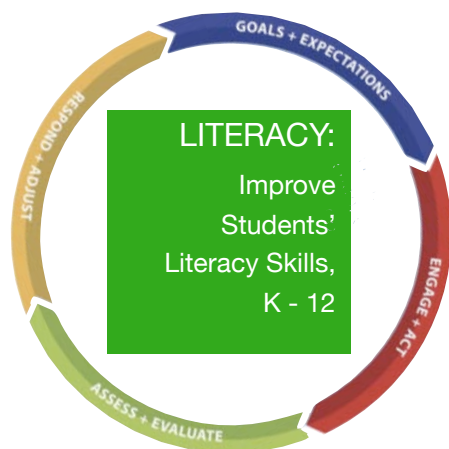
n = 1122 (42% part.)

	F	M
EX	30	22
FM	44	38
MM	20	30
NY	7	10

FSA WRITING (February 2012)
Grade 4 and Grade 7 Writing - Female/Male Students

Percentage of students meeting expectations

	Grade 4		Grade 7	
	F	M	F	M
11/12	78	69	76	69
10/11	77	70	80	69
09/10	72	60	77	67



RESPOND + ADJUST

Completed Actions



District Kindergarten Action Research – From Themes to Projects

Grade 4 Reading Project

New Actions

District Primary Action Research – Emergent Curriculum

District Primary Action Research – Nature-based Learning

District Grade K-1 Action Research - Primary Educational Philosophies

Learning Team: Teaching and Assessing Using Trait-Based Writing: Grades K-5



Continuing Actions

1.0 FTE Elementary, Early Learning and Literacy Coordinator

Kindergarten Learning Project: Developmental Continua

Welcome to Kindergarten

1.0 Early Learning Support Teacher (District-based)

1.0 Learning Support Teacher with a Focus on Kindergarten and Grade One

Family Play and Learn Nights

Mandarin Bilingual Program

StrongStart School Library Access Project

1.0 FTE French Immersion Learning Support Teacher

Réseau maternelle

Ready-Set-Learn

Strong Classrooms, Strong Schools Project

Literacy Professional Network Series

Learning Teams: Reading Comprehension Focus

RELI (Ressource d'Évaluation de la Lecture en Immersion) and Quick Comprehension Assessment (non-fiction)

Idélire

3.0 FTE Learning Support Teachers (K-5, Intermediate/Middle, Secondary)

1.0 FTE Library and Information Coordinator

School Library Programs

Fast ForWord Literacy Support Program and Assistive Technology

Grade 9 District-Wide Writing Assessment



OBJECTIVE 1.1: EARLY LITERACY - maximize Grade K-1 literacy skills (reading, writing, oral language)

TARGET - 95% meeting overall by 2015

STATEMENT OF PROGRESS: *Not met.*

OBJECTIVE 1.2: GRADE 3-9 READING COMPREHENSION - improve Grade 3-9 reading comprehension skills

TARGET - 95% meeting overall by 2015

STATEMENT OF PROGRESS: *Not met.*

OBJECTIVE 1.3: GRADE 3-9 READING COMPREHENSION: Aboriginal Students - improve Grade 3-9 reading comprehension skills of Aboriginal Students

TARGET - 95% meeting overall by 2015

STATEMENT OF PROGRESS: *Not met.*

OBJECTIVE 1.4: LITERACY: Male Students - improve literacy achievement of male students

TARGET - 95% meeting overall by 2015

STATEMENT OF PROGRESS: *Not met.*

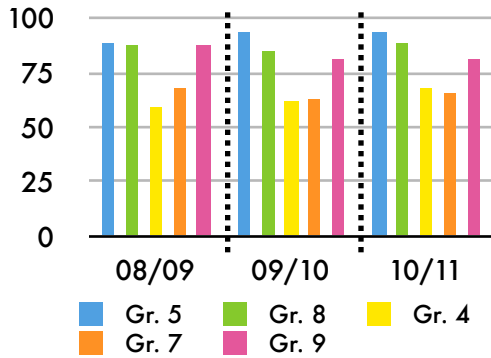


SUMMARY

NUMERACY: Improve Students' Numeracy Skills, K - 12

Target: 95% of students meeting expectations by 2015

Problem - Solving (Grades 4 - 9))



Results

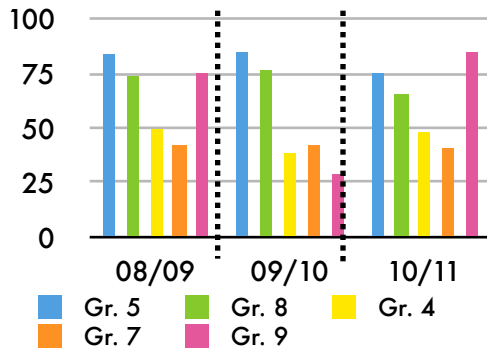
% of students meeting or exceeding expectations

- 94 % of Gr. 5 (CBA/DWA)
- 89 % of Gr. 8 (CBA/DWA)
- 67 % of Gr. 4 FSA
- 59 % of Gr. 7 FSA
- 82 % of Gr. 9 (DWA)

Indicators/Evidence

- Classroom Assessment Based on Teacher Judgement
- District-Wide Numeracy Assessment for Grades 5, 8 and 9
- FSA for Grades 4 and 7

Problem - Solving (Aboriginal Students)



Results

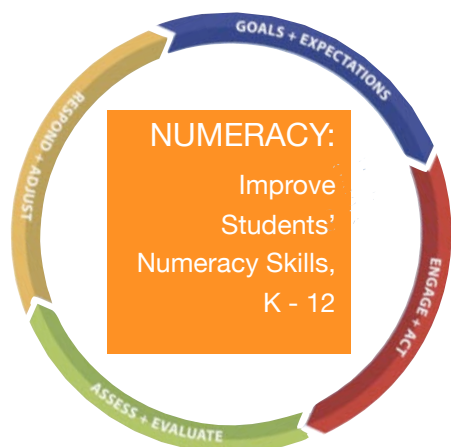
% of students meeting or exceeding expectations

- 76 % of Gr. 5 (CBA; DWA masked)
- 66 % of Gr. 8 (CBA; DWA masked)
- 47 % of Gr. 4 FSA
- 35 % of Gr. 7 FSA
- 85 % of Gr. 9

Indicators/Evidence

- Classroom Assessment Based on Teacher Judgement
- District-Wide Numeracy Assessment for Grades 5, 8 and 9
- FSA for Grades 4 and 7





GOALS + EXPECTATIONS

GOAL 2: Numeracy		10 schools with 10 goals		
	Problem Solving	Other		Total
Elementary	1	6		7
Middle	-	3		3

RATIONALE: WHY DID WE CHOOSE THIS GOAL?

Action Plans for Learning

10 schools have numeracy as a school goal (7 elementary schools, 3 middle schools). APLs indicate an ongoing focus on problem-solving and students' ability to demonstrate mathematical thinking through representation and communication.

CONTINUED INQUIRY

We are continuing to inquire into how math instruction, with a focus on numeracy, is increasing engagement and achievement in mathematics.

Problem-Solving Skills and Strategies

In general, performance levels on the District-Wide Numeracy Assessment are higher for younger students (Grade 5) than for older students (Grade 8 and 9). District-Wide Assessments suggest older students in particular have some difficulty applying their numeracy skills in problem-solving situations, especially in the area of Representation and Communication (BC Performance Standards), but this continues to improve.

Aboriginal Students

There is a gap between Aboriginal student performance and the performance of other students on numeracy assessments, including Classroom Assessments, District-Wide Assessments, and the FSA Numeracy. Although these results are based on relatively few students at any one grade (60-100 depending on grade and assessment), they are a continuing concern.

Aboriginal numeracy achievement continues to be a serious concern for a number of reasons. Overall results are low, results are mixed on different measures, and the results for Grade 8 are generally lower than for Grade 5.

SUMMARY STATEMENT OF PROGRESS

The performance target, established in 2007-2008 and reaffirmed in 2010, for the two objectives under the Numeracy goal is in each case to achieve 95% of students meeting or exceeding expectations by 2015. At this time, although we continue to progress towards meeting the performance target, the target is not yet met for Numeracy.

GOALS + EXPECTATIONS

OBJECTIVE 2.1: PROBLEM-SOLVING GRADES 4-9 - improve students' problem-solving skills and strategies in Grades 4-9

GRADE 5

93% of students were meeting expectations on Classroom Assessments (BC Performance Standards). 97% of students were meeting expectations on District-Wide Assessments. 67% of students are meeting expectations on the FSA Numeracy in Grade 4.

GRADE 8

89% of students were meeting expectations on Classroom Assessments (BC Performance Standards). 87% of students were meeting expectations on District-Wide Assessments. 59% of students are meeting expectations on the FSA Numeracy in Grade 7.

GRADE 9

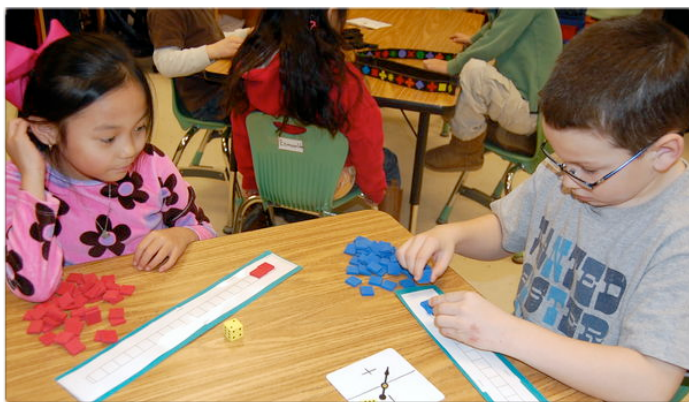
82% of Grade 9 students were meeting expectations on District-Wide Assessments.

TARGET - 95% meeting overall by 2015

STATEMENT OF PROGRESS: *Met in Grade 5 on one measure; otherwise, not met.*

COMMENTS

Beginning in Spring 2004, the district explored and field-tested a district-wide performance task in Grade 5 and 8 (English). The focus of this task shifted from overall numeracy to Representation and Communication in 2005. In 2006, the district piloted a Grade 9 task and in 2009 the district piloted French language tasks (Gr. 5/8). Classroom-level data was not available for 2011-12.



OBJECTIVE 2.2: PROBLEM-SOLVING: Aboriginal Students - improve Aboriginal students' performance in the area of problem-solving skills and strategies

GRADE 5

76% of Aboriginal Grade 5 students were meeting expectations on Classroom Assessments (BC Performance Standards). 47% of Aboriginal students are meeting expectations on the FSA Numeracy in Grade 4.

GRADE 8

61% of Aboriginal Grade 8 students were meeting expectations on Classroom Assessments (BC Performance Standards). 74% of Aboriginal students were meeting expectations on District-Wide Assessments. 35% of Aboriginal students are meeting expectations on the FSA Numeracy in Grade 7.

GRADE 9

85% of Aboriginal Grade 9 students were meeting expectations on District-Wide Assessments.

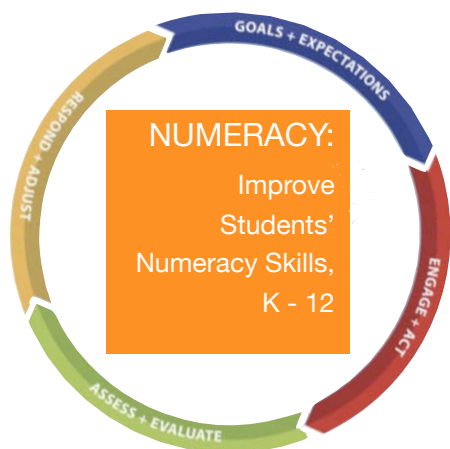
TARGET - 95% meeting overall by 2015

STATEMENT OF PROGRESS: *Not met.*

COMMENTS

The number of Aboriginal students at any grade is very small. From year to year the number of Aboriginal students who may write the task can vary greatly. Participation in assessments and inclusion in school data needs to be carefully monitored to ensure that all Aboriginal students are being "counted". Classroom-level data was not available for 2011-12.





ENGAGE + ACT



OBJECTIVE 2.1: PROBLEM-SOLVING GRADES 4-9 - *improve students' problem-solving skills and strategies in Grades 4-9*

<p>1.0 FTE Middle School and Numeracy K-12 Coordinator</p>	<p>Organize and coordinate professional development for curriculum implementation, instruction, and assessment practices. Coordinate creation of the District-Wide Assessment numeracy tasks and facilitate implementation of the tasks as assessment for learning for teachers</p>
<p>2 Learning Teams: Numeracy Focus Over 10 teachers released for up to 3 afternoons with a facilitator</p>	<p>Improve instructional practices in numeracy in a research-focused inquiry-based action research model</p>
<p>Primary Math Instruction Support for Grade 2/3 teachers for the implementation of the current curriculum, instruction and assessment model, led by Carole Fullerton</p>	<p>Provide a philosophical, practical, hands-on foundation for the curricular, instructional and assessment strategies for educators and their students in the topics of number, operational sense, and balanced, authentic assessment</p>
<p>Intermediate Math Instruction Support for Grade 4/5 teachers for the implementation of the current curriculum, instruction and assessment model, led by Carole Fullerton</p>	<p>Provide hands-on activities and practical instructional and assessment strategies to educators and their students in the areas of number, operational sense, and balanced, authentic assessment</p>
<p>Middle Math Instruction Support for Grade 6-8 teachers for the implementation of the current curriculum, instruction and assessment model, led by Carole Fullerton</p>	<p>Provide hands-on activities and practical instructional and assessment strategies to educators and their students in the areas of number, operational sense, and balanced, authentic assessment</p>
<p>Leaps & Bounds Support for Leaps & Bounds resource for diagnosis and instruction for gaps in learning led by Carole Fullerton.</p>	<p>Provide support for Grade 3-8 implementation of the Leaps & Bounds resource for diagnosis and instruction for gaps in learning designed to be used as a resource for differentiation in the classroom</p>
<p>Secondary Instruction in Mathematics Focus Group (SIMS) An initiative to identify instructional innovations in Secondary mathematics classrooms</p>	<p>A network of mathematics instructors using an inquiry-based framework in a lesson study model in order to identify innovations that reflect collective professional autonomy regarding effective practice</p>

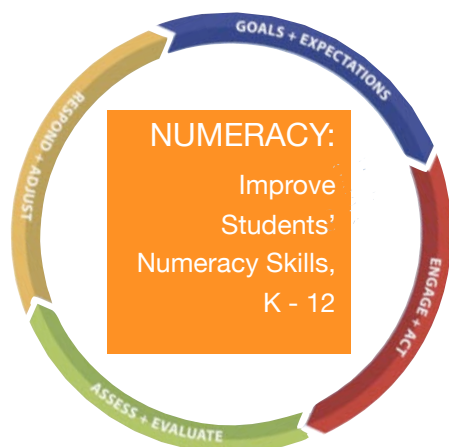
ENGAGE + ACT

<p>District-Wide Assessment Task Design Teams Grade 5 and 8: a series of 6 sessions with release time for 6 elementary and 6 middle school math teachers Secondary: 1 educator from each secondary site</p>	<p>Create the Grade 5, 8 and 9 tasks, as well as practice tasks for teachers to use in their classrooms. Assessment will focus on the Performance Standards to help teachers assess students in authentic ways</p>
<p>Grade 5, 8 & 9 District-Wide Numeracy Marking Sessions All the Grade 5, 8 and 9 mathematics educators participating in the numeracy assessment will receive 1 full day of release time</p>	<p>Review the performance tasks and procedures for administering the tasks. Mark the tasks once they have been administered</p>
<p>Coast Metro Numeracy Task Design Group A team of mathematics educators from across the Coast Metro Consortium designing numeracy tasks for K-12</p>	<p>This team is designing and piloting numeracy tasks for all grades to develop a bank of tasks with exemplars that teachers can use in their classrooms</p>

OBJECTIVE 2.2: PROBLEM-SOLVING: Aboriginal Students - *improve Aboriginal students' performance in the area of problem-solving skills and strategies*

See Aboriginal Education Enhancement Agreement Report – Year Five





ASSESS + EVALUATE

INDICATORS/EVIDENCE - *What data did we look at?*

Classroom Assessments

Teacher judgment based on a variety of evidence, including BC Numeracy Performance Standards, student products, and teacher observations at Grade 5 and 8

District-Wide Assessments

District assessments of problem-solving, focusing on Representation and Communication at Grade 5, 8 and 9

FSA Reading

Grade 4 and 7

OBJECTIVE 2.1: PROBLEM-SOLVING GRADES 4-9 - *improve students' problem-solving skills and strategies in Grades 4-9*

CLASSROOM ASSESSMENTS (April 2011)

Grade 5 and Grade 8 Mathematics

Percentage of students at each level of the BC Numeracy Performance Standards

	Grade 5		Grade 8	
	F	M	F	M
Ex	20	17	21	17
FM	52	50	47	43
MM	23	25	22	28
NY	5	8	10	12

Gr. 5 n = 1804
(81% part.)
Gr. 8 n = 2063
(85% part.)

DISTRICT-WIDE ASSESSMENTS (February/April 2011)

Grade 5, Grade 8, and Grade 9 Math

Percentage of students meeting or exceeding expectations using the BC Numeracy Performance Standards

	Gr. 5	Gr. 8	Gr. 9
10/11	97	87	82
09/10	92	80	82
08/09	84	84	87

Gr. 5 n = 305 (14% part.)
Gr. 8 n = 1020 (42% part.)
Gr. 9 n = 598 (23% part.)

FSA NUMERACY (February 2011)

Grade 4 and Grade 7 Numeracy

Percentage of students meeting expectations

	Gr. 4	Gr. 7
11/12	67	59
10/11	68	66
09/10	62	63

Gr. 4 n = 1727 (83% part.)
Gr. 7 n = 1900 (82% part.)

OBJECTIVE 2.2: PROBLEM-SOLVING: Aboriginal Students - *improve Aboriginal students' performance in the area of problem-solving skills and strategies*

CLASSROOM ASSESSMENTS (April 2011)

Grade 5 and Grade 8 Mathematics - Aboriginal Students

Percentage of Aboriginal students at each level of the BC Numeracy Performance Standards

	Gr. 5	Gr. 8
EX	8	4
FM	28	25
MM	40	33
NY	24	39

Gr. 5 n = 50
Gr. 8 n = 77

DISTRICT-WIDE ASSESSMENTS (February/April 2011)

Grade 5, Grade 8, and Grade 9 Math - Aboriginal Students

Percentage of students meeting or exceeding expectations using the BC Numeracy Performance Standards

	Gr. 5	Gr. 8	Gr. 9
10/11	MSK	74	85
09/10	85	74	43
08/09	MSK	71	76

Gr. 5 n = 7
Gr. 8 n = 49
Gr. 9 n = 13

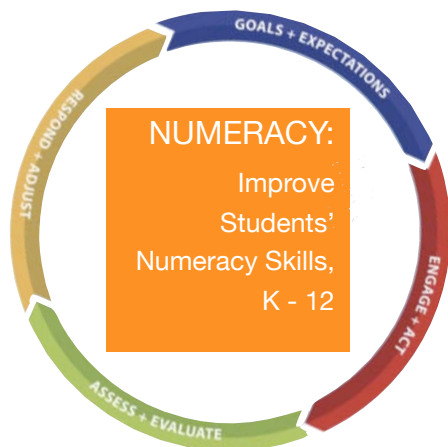
FSA NUMERACY (February 2011)

Grade 4 and Grade 7 Numeracy - Aboriginal Students

Percentage of students meeting expectations

	Gr. 4	Gr. 7
11/12	47	35
10/11	49	41
09/10	39	43

Gr. 4 n = 72
Gr. 7 n = 87



RESPOND + ADJUST

Continuing Actions

- 1.0 FTE Middle School and Numeracy K-12 Coordinator
- 2 Learning Teams: Numeracy Focus
 - Primary Math Instruction
 - Intermediate Math Instruction
 - Middle Math Instruction
 - Mathematics Instructional Inquiry Innovations
- District-Wide Assessment Task Design Teams
 - Grade 5, 8 & 9 District-Wide Numeracy Marking Sessions
- Coast Metro Numeracy Task Design Group

OBJECTIVE 2.1: PROBLEM-SOLVING GRADES 4-9 - improve students' problem-solving skills and strategies in Grades 4-9

TARGET - 95% meeting overall by 2015

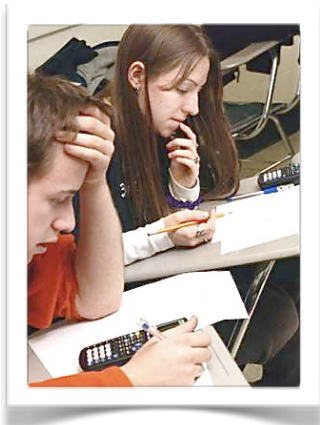
STATEMENT OF PROGRESS: *Not met.*

OBJECTIVE 2.2: PROBLEM-SOLVING: Aboriginal Students - improve Aboriginal students' performance in the area of problem-solving skills and strategies

TARGET - 95% meeting overall by 2015

STATEMENT OF PROGRESS: *Not met.*

Completed Actions



Grade 10 *Apprenticeship and Workplace* Implementation Team

Grade 11 *Foundations of Math 11* and *Precalculus 11* Implementation Design Team

Grade 10 Math Focus Group



New Actions

Leaps & Bounds - differentiation in math

Secondary Instruction In Mathematics Focus Group (SIMS)

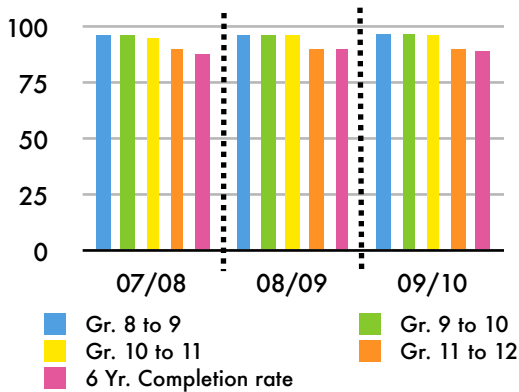


SUMMARY

TRANSITIONS: Improve School Completion and Transition Rates

Targets: 95% of students transitioning from grade to grade by 2015
95% of students completing their Dogwood in six years by 2015

Transition Rates (Grades 8 - 12)



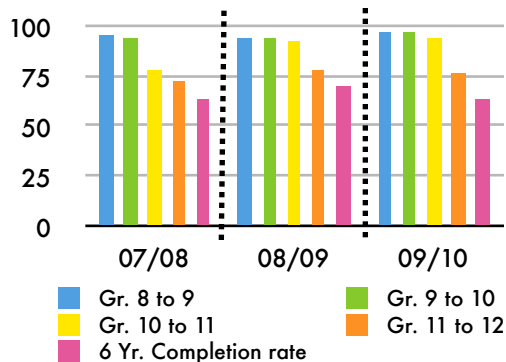
Results 2010 - 2011

98 % transition from Gr. 8 - 9 - 10
96 % transition from Gr. 10 - 11
94 % transition from Gr. 11 - 12
91 % completion rate for Six-year Dogwood (including non-residents)

Indicators/Evidence

Grade-to-Grade Transition Rates
Six-Year Dogwood Completion Rate

Transition Rates (Aboriginal Students)



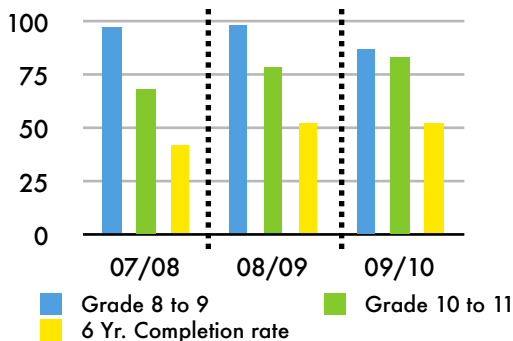
Results 2010 - 2011

94 % transition from Gr. 8 - 9 - 10
88 % transition from Gr. 10 - 11
87 % transition from Gr. 11 - 12
63 % completion rate for Six-year Dogwood

Indicators/Evidence

Grade-to-Grade Transition Rates
Six-Year Dogwood Completion Rate

Transition Rates (Students with Challenging Behaviours)



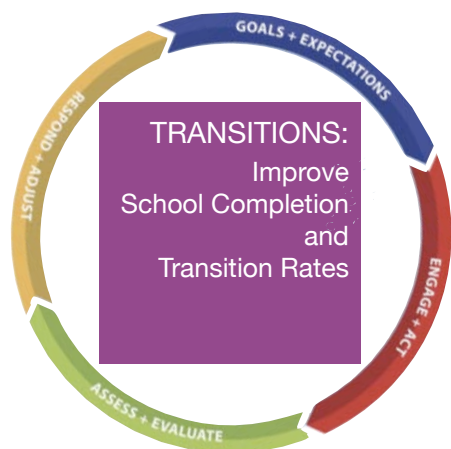
Results 2009 - 2010

88 % transition from Gr. 8 - 9
84 % transition from Gr. 10 - 11
53 % completion rate for Six-year Dogwood

Indicators/Evidence

Grade-to-Grade Transition Rates
Six-Year Dogwood Completion Rate





GOALS + EXPECTATIONS

GOAL 3: Transitions		6 schools with 6 goals		
	Grade-to-Grade	Completion Rates		Total
Secondary	2	6		8

RATIONALE: WHY DID WE CHOOSE THIS GOAL?

Action Plans for Learning

6 secondary schools have 8 goals on grade-to-grade transitions and/or school completion.

CONTINUED INQUIRY

How effective are our newly implemented initiatives—the Inquiry Hub, Community Hub Schools, CIL 10/11, ELSA Youth Class, Welcome Class, and LIF Network, expanded career certification programs such as SSA and ACE-IT, increased post-secondary partnerships/dual credit opportunities, and an increased focus on building socially responsible school communities, supporting students in care and working with students least likely to meet graduation requirements—in providing quality opportunities to ensure students achieve their Dogwood?

All Students

Transition rates from Grade 6 through to Grade 11 are consistently high, currently 96-98%, and are 94% from Grade 11-12. The six-year Dogwood completion rate indicates that 91% of students (including non-residents) are graduating within six years. 85% of our students last enrolled in 2005-2006 had transitioned to BC post-secondary institutions by 2009-2010 according to our most recent report from 2010-2011. School District 43 ranks as one of the top school districts for post-secondary transition, graduation, and completion rates in British Columbia. In all cases, rates for School District 43 are above the provincial rate.

Aboriginal Students

The latest grade-to-grade transition rates results indicate that 7% of Aboriginal students are not advancing from Grade 9 to Grade 10, 12% are not advancing from Grade 10 to Grade 11 and 13% are not advancing from Grade 11 to 12. The six-year Dogwood completion rate for Aboriginal students is 63%. These transition and completion rates are based on approximately 100 students per grade level. While the completion rate is improving, the low rate of completion for these students compared to the general population is a significant concern and a continuing focus of our ongoing research on students who do not graduate.

Students with Behaviour Challenges

The six-year Dogwood completion rate for students with identified behaviour challenges (Category H and R) has increased over time and is now 53%. Transition rates for students in Grade 6 through 9 continue to mirror the typical student population. While rates continue to be steady, and data are based on a relatively small number of students (between 28 and 55 depending on the grade level), and although there has been a continual increase, the Grade 10-11 and 11-12 transition rate and the six-year completion rate continue to be significantly lower than the typical student population and students with behaviour challenges remain a target group for further study and intervention.

SUMMARY STATEMENT OF PROGRESS

The performance target, established in 2007-2008 and reaffirmed in 2010, for the three objectives under the Transitions goal, is in each case to achieve 95% of students transitioning to the next grade level and completing their Dogwood or School Completion Certificate within 6 years - by 2015. At this time, although we continue to progress towards meeting the performance target as noted above, and it has been met in some of our secondary schools, the district performance target is not yet met for Transitions.



GOALS + EXPECTATIONS



OBJECTIVE 3.1: TRANSITION RATES: All Students- *improve grade-to-grade transition rates from Grade 8 to 12 and increase percent of students earning a Dogwood or School Completion Certificate within six years*

GRADE-TO-GRADE TRANSITION RATES

Overall transition rates continue to be strong.

TARGET - *Increase to 95% transitioning from grade-to-grade by 2015*

SIX-YEAR DOGWOOD COMPLETION RATES

The six-year Dogwood completion rate is now 91% and reflects a pattern of continued high completion rates.

TARGET - *Increase to 95% of all students completing their six-year Dogwood by 2015*

STATEMENT OF PROGRESS: *Met for Grade 8-11 transitions and met in some schools, but otherwise not met at the district level.*

COMMENTS

A recent focus has been the implementation of course and program options that increase the customization and personalization of learning and allow students to earn credits toward graduation requirements while maintaining rigour and high standards, particularly for our most vulnerable learners. We have seen participation in our personalized learning and distributed learning options grow significantly. We also continue to offer the EPIC (Elite Performers in Coquitlam) program across all middle and secondary sites which is a personalized and customized program for high performing musicians, athletes and actors enrolling over 100 students across the district.

A project to better identify, monitor and support students at risk for not graduating has resulted in part in the identification of four risk populations: ESL students, students designated in any of the Ministry behaviour categories, and students not meeting expectations on the Grade 7 Reading FSA. Schools are presenting granular student information regarding their specific population of students at risk for not graduating. All schools have adopted the same standards for reporting graduating and non-graduating students and have implemented monthly counsellor and administrator meetings to closely track and monitor students in high risk categories. The district has developed a database of all non-graduating students after their fifth year and is tracking, monitoring, and supporting transition of the students to adult learning environments until each student graduates, can no longer be found or has asked to be removed from the list. In addition, students identified as ESL have been researched as a specific population and the ESL Student Services Coordinator and ESL psychologist are working with this data to better understand factors that place this population at risk. The third year of the project involved identifying students who are in our "high risk" categories and yet successfully graduate.

Research will be done with these students continuing into year 5 to identify patterns in their resiliency that can then inform programming and interventions for similar students not demonstrating the same resiliency.

OBJECTIVE 3.2: TRANSITION RATES: Aboriginal Students - improve grade-to-grade transition rates from Grade 8 to 12 and increase percent of students earning a Dogwood or School Completion Certificate within six years (Aboriginal students)

GRADE-TO-GRADE TRANSITION RATES

Relatively small numbers of Aboriginal students in each grade contribute to unstable patterns.

TARGET - Sustain or increase transition rates to 95% by 2015 for Aboriginal students in Grade 8 to 12 with particular focus on programming and initiatives specifically to support this target group

SIX-YEAR DOGWOOD COMPLETION RATES

Continue to create a pattern of steady increases in the percentage of Aboriginal students completing school until their results approximate those of other students.

TARGET - Increase to 95% of Aboriginal students completing their Dogwood in six years by 2015

STATEMENT OF PROGRESS: Met for Grade 8-11 transitions, but otherwise not met.

COMMENTS

We want to sustain the gains made to date and continue to improve upon those gains. Because there are generally fewer than 100 Aboriginal students in any grade, year-to-year variations are expected. We need to look for consistent patterns of increase over time. The Aboriginal Education Department has recently undergone a restructuring to provide highly personalized learning support for our most at risk Aboriginal learners.

OBJECTIVE 3.3: TRANSITION RATES: Students with behaviour challenges - improve grade-to-grade transition rates for students with Behaviour Challenges (Category H and R) from Grade 8 to 12 and the number of students with Behaviour Challenges earning a Dogwood or School Completion Certificate within 6 years

GRADE-TO-GRADE TRANSITION RATES

Relatively small numbers of students with behaviour challenges in each grade contribute to unstable patterns.

TARGET - Sustain or increase transition rates to 95% by 2015 for students with behaviour challenges in Grade 8 to 12 with particular focus on programming and initiatives specifically to support this target group

SIX-YEAR DOGWOOD COMPLETION RATES

Continue to create a pattern of steady increases in the percentage of students identified with a behaviour disability completing school until their results approximate those of other students.

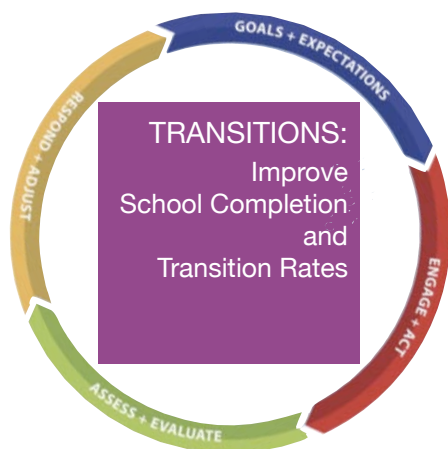
TARGET - Increase to 95% of students with behaviour challenges completing their Dogwood in six years by 2015

STATEMENT OF PROGRESS: Not met. This population of students continues to be the focus of ongoing research and inquiry across all secondary sites as part of our Secondary Success Graduation Initiative project.

COMMENTS

The number of Aboriginal students at any grade is very small. Participation in assessments and inclusion in school data needs to be carefully monitored to ensure that all Aboriginal students are being "counted".





ENGAGE + ACT



OBJECTIVE 3.1: TRANSITION RATES: All Students- *improve grade-to-grade transition rates from Grade 8 to 12 and increase percent of students earning a Dogwood or School Completion Certificate within six years*

<p>1.0 FTE Secondary School and Adult Literacy Coordinator</p>	<p>Support equity of access and quality of opportunity regarding innovative practice across secondary schools. Provide opportunities for all secondary schools to come together around areas of need and work toward a vision of graduating all students</p>
<p>1.0 FTE Secondary Learning Support Teacher</p>	<p>Working side-by-side with teachers in an inquiry-based approach toward improving secondary student success</p>
<p>Secondary Success Graduation Initiative</p> <p>2009-2010 – Analyze students who entered Grade 9 in 2004-2005 with a six-year completion rate in 2008-2009</p> <p>2010-2011 – District to work in partnership with schools to streamline equity and quality of practices for the tracking and monitoring of students at risk for not graduating. Produce preliminary report of system-wide strategies for specific target student populations</p> <p>2011 to 2015 – Formalize processes across the system for identifying, supporting and transitioning students at risk for not graduating. Produce formal protocols and systemic documents</p> <p>2012-2013 - Trend reporting, school level and population disaggregation</p>	<p>To develop a strategy to strengthen the monitoring and support of students at risk for not graduating:</p> <ol style="list-style-type: none"> 1. Identify characteristics of students in risk groups who HAVE graduated to build resiliency profile 2. Articulate individual school graduate/non-graduate profiles and population implications 3. Articulate district level strategies for transitioning and tracking beyond the 5th year to maintain connection/invitation to system until Dogwood attained. <p>INCREASE GRADUATION RATE – INCREASE LIFE CHANGES</p>
<p>Secondary Math Curriculum Pathways Implementation</p>	<p>Participation from all schools with a focus on implementing the new curriculum with the intended purpose of increasing success in mathematics and better aligning math instruction with student future goals and plans for post-secondary</p>
<p>Student Leadership Council</p>	<p>Continue to support this structure which engages students in dialogue and education to empower them in supporting themselves and their peers</p>

ENGAGE + ACT

<p>Counsellors' and administrators' meetings</p> <p>These groups meet twice a year re: alternate forms of earning credits: IDS, Challenge, Equivalency, External Credits, Transition Programs – ACE-IT, SSA</p>	<p>Ensure students experience the most relevant experiences in their learning, and achieve post-secondary and career goals. Ensure school-based administrators, counsellors and Planning 10 teachers are aware of and are following Ministry protocol regarding alternate forms of earning credit</p>
<p>In-District Challenge Process</p>	<p>A process/protocol that supports students in maximizing learning opportunities and ensures that a metro challenge process is also available to qualified students</p>
<p>DELF (Diplome d'études de langue française)</p>	<p>An opportunity for French Immersion and other students to acquire external credits and a diploma for their proficiency in the French language</p>
<p>Coquitlam Open Learning SD43's distributed learning program</p>	<p>Allows teachers and K-12 and adult students to learn together in both a face-to-face environment and virtually for flexibility and increased success. This program spans all secondary schools and welcomes external students to our school district</p>
<p>Continuing Expansion of COL K-9 Coquitlam Open Learning K-9 expanded to 10-12</p>	<p>An expanded Coquitlam Open Learning K-9 will be a Dogwood granting program for a small group of students requiring a high degree of personalization</p>
<p>TALONS Program for Gifted Learners</p>	<p>A self-directed district program involving cluster grouping of gifted learners at the Grade 9/10 level</p>
<p>EPIC (Elite Performers in Coquitlam) Program Middle and secondary</p>	<p>The purpose of the program is to facilitate families and schools working in partnership to ensure that students who are elite performers in athletics, theatre, music, dance and modelling are able to build educational programs that maximize success in meeting Graduation Program requirements, post secondary goals and achieving potential in their discipline</p>
<p>School Completion and Beyond Initiative Students from one secondary school working in partnership with the Lower Mainland school districts on "school completion and beyond"</p>	<p>Leadership teams of students at all secondary sites are developing initiatives representative of student voice with the goal to increase the engagement of all students – with a particular focus on those who are disenfranchised. Youth Workers are leading these highly context-specific activities</p>
<p>Board Authority Authorized Courses Chess 12, 3D Game Design 12, Foundations of Inquiry 11, Applications of Digital Literacy 10, Travel Languages 11, Rugby Coaching 10, Rugby Coaching 11, Rugby Coaching 12</p>	<p>Full implementation of Board Authority Authorized courses supporting District Academies, student and educator talents and passions and student learning needs</p>
<p>1.0 FTE Transitions Coordinator</p>	<p>Working across all levels of the system to facilitate career and transition experiences for all SD43 students from elementary to post-secondary</p>
<p>1.0 FTE Secondary School Apprenticeship (SSA) Learning Support Teacher</p>	<p>Continuation of a seconded teacher for a 4th year to promote SSA within each school as well as to find apprenticeship jobs for the students</p>
<p>Career Development Network Secondary administrators and Assistant Superintendent</p>	<p>Investigate career development in its current context. Initiate career program review and investigation in preparation for possible future opportunities – ACE-IT and SSA opportunities</p>

ENGAGE + ACT

<p>Transition Program Documents and Resources</p> <p>Grad Program website, DPA materials – letters/logs</p>	<p>Continue parent and student education processes: Grad Program 2004 – particularly the 5th year of the Daily Physical Activity requirement</p>
<p>Apprenticeship Advisory Network</p> <p>Three meetings throughout the year</p>	<p>The network includes representatives from post-secondary, and employers from the construction, transportation and the hospitality and food industries</p>
<p>Targeted staffing</p> <p>Each secondary school will have a staff member given an assigned block to support career development programs</p>	<p>Increase the number of students able to access career development programming options</p>
<p>Career Development Focus Group</p> <p>Each school will be represented by an administrator, counselor, transition coordinator, and career resource facilitator</p>	<p>Assist teachers new to Planning 10 with career programming support. Identify a protocol for identifying students in Grade 10 as suitable candidates for career-focused programming and opportunities. Work together to expand current Work Experience, Career programs, information, and resources to ensure equity of opportunity across SD43</p>
<p>District and School-Based Apprenticeship Program</p> <p>Hairdressing, Electrical, Cabinetry, Culinary Arts, Automotive, Baking, Steel Fabrication, Plumbing, Carpentry, Painter</p>	<p>Employment training and credentialing that brings relevance to the secondary school experience for a diverse student population</p>
<p>Graduation Credits available to Grade 9 students</p> <p>Leadership, Information Technology, Journalism, etc</p>	<p>Grade 9/10 Board Authorized courses available to students wishing a clearer career pathway upon transitioning from middle to secondary school</p>
<p>Grade 10 Transition to Trades</p>	<p>A summer school work experience opportunity for those students entering Grade 11 the following September allowing them to earn work experience hours and credit in specific trades areas</p>
<p>my43</p> <p>An electronic platform that continues to improve the efficiencies of our business practices and the effectiveness of our teaching and learning strategies</p>	<p>It is a place where all employees can connect and communicate for the purpose of improving learning and where some key communication regarding vulnerable secondary students occurs and unique technology-supported learning experiences are designed</p>
<p>Coquitlam Alternate Basic Education (CABE)</p> <p>CABE offers graduation program courses to allow students the opportunity to remain within the small learning environment through Grade 12</p>	<p>Provide district Career Program information and opportunities for students attending CABE, such as WEX 12A and WEX 12B, SSA, Transitions to Trades, and access to ACE-IT programs throughout the district</p>
<p>1.0 FTE Learning Innovations Coordinator</p>	<p>Support the Learning Without Boundaries initiative and identify classroom- and whole-school innovations, connecting teachers and schools in inquiry and dialogue</p>

ENGAGE + ACT

Welcome Class	This is a short-term intensive English instruction for late arriving immigrant and refugee youth. Quite a number of the students accessing this program come from situations in their home countries where they have not been able to attend school. The instruction in the program includes learning about school – learning the language – and benefitting from small group instruction in a welcoming setting with teachers who are familiar with ELL instruction and the immigrant experience
CIL (Coquitlam Individualized Learning) 10/11	This is an individualized program for grade 10 and 11 students who are not comfortable in a regular school setting. Many of the students cope with some anxiety about school attendance. We are seeing that some of the late arriving immigrant youth and refugee students – can also benefit from access to this program
iHUB (Inquiry Hub)	The Inquiry Hub is a secondary school program offering grade 8-12 students innovative, technology driven, full-time studies. The Inquiry Hub allows students to pursue their own learning questions by shaping their educational experience around interests instead of structured classes
LIF Network - quality teaching in inclusive classrooms	This targeted staffing has been assigned to schools based on a collaborative process between CTA and the district requiring schools to identify areas requiring additional staffing to support learning needs and success for all students over and above that possible with current staffing. Specific initiatives for specific students have been designed
Learning Without Boundaries 2009-2010: “Dream process”; 2010-2013: Design Team	A district design team made up of district stakeholders is engaged in an inquiry-based process to further define “Learning Without Boundaries” for the district. The draft has been written and is on hold pending stakeholder review. However, a number of educator initiated, student-focused activities did begin

Some of the specific Transitions programs the district is offering that will help students graduate or move on to post-secondary seamlessly:

- Work Experience 12A and Work Experience 12B at all secondary schools
- ACE-IT Programs in Culinary Arts at Riverside, Gleneagle, and Centennial; Carpentry at Terry Fox; Hairdressing at Gleneagle; Automotive and Centennial; Electrical at Dr. Charles Best and Joinery at Dr. Charles Best and Riverside; Plumbing, Steel Fabrication, Millwright, Painting and Baking at local post-secondary institutions
- SSA at all secondary schools
- We offer Concurrent Courses at SFU and Douglas College for students in Grade 12 in the second semester.
- Douglas College has reserved seats for SD43 students in their Animal Health Technology Diploma Program and has reserved seats in six programs in the Health Sciences Faculty, has granted preferential admission points to students who complete Tourism 11 and Tourism 12, and is providing dual credit for Fitness 11/12 in their Bachelor of PE program. This year we have added reserved seating in the Music Technology Program.
- Emily Carr (Headstart to Art) Art students in Grade 12 throughout the district can simultaneously take secondary school art courses and a university art course from Emily Carr.
- We offer Industry Certification Courses in Forklift Training, Scissor Lift and Bobcat.
- We offer programs for students interested in Policing such as the RCMP Youth Academy, Introduction to Policing Course and the New Westminster Police Academy.
- This year our district has a chance to participate in a summer camp for girls interested in a career as a Firefighter (Camp Ignite).
- BCIT offers a post-secondary program for our students in Grade 12. These programs offer incentives for students to graduate so they can transition in a seamless manner from secondary school to post-secondary

OBJECTIVE 3.2: TRANSITION RATES: Aboriginal Students - improve grade-to-grade transition rates from Grade 8 to 12 and increase percent of students earning a Dogwood or School Completion Certificate within six years (Aboriginal students)

See Aboriginal Education Enhancement Agreement Report – Year Five

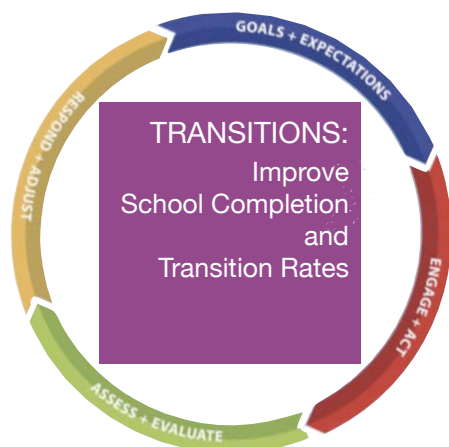
OBJECTIVE 3.3: TRANSITION RATES: Students with behaviour challenges - *improve grade-to-grade transition rates for students with Behaviour Challenges (Category H and R) from Grade 8 to 12 and the number of students with Behaviour Challenges earning a Dogwood or School Completion Certificate within 6 years*

Customized Learning Centre	A highly individualized 1:1 learning environment for our most vulnerable students – particularly those with mental health issues. A full-time counsellor and teacher support learning opportunities
Tri City Soar	After meeting with an academic advisor or administrator, non-graduated school age students who choose to register with Continuing Education are offered additional services to help them successfully complete their course work and graduation. This is not a program as students attend at different times of day and night and different locations. These services include: access to additional learning support through the drop in learning centre, academic advising and life coaching, regular and ongoing academic follow up both on and off site, bridging to post-secondary programs or work, and coordination and communication with subject teachers
ELSA Youth Class (ELSA Level 2 &3)	The ELSA Youth Class is targeted for students who are new to Canada (17-25 years of age). School age students who arrive in their Grade 12 year and have beginning levels of English may benefit from enrolling in the ELSA Youth class. Students can attend both their regular secondary school in the morning and the ELSA Youth class in the afternoon. This class is a bridge to other CE programs and services that will help students learn English, adjust to Canadian society and eventually enter an Adult Dogwood Diploma
LIF Network - quality teaching in inclusive classrooms	This targeted staffing has been assigned to schools based on a collaborative process between CTA and the district requiring schools to identify areas needing additional staffing to support learning needs and success for all students over and above that possible with current staffing. Specific initiatives for specific students have been designed
3 Community Hub Schools	Through Community Link funding, three middle schools will have targeted staff and a specific focus on strategies and structures to support and enhance success for at-risk and non-attending students through a community school approach
1.0 FTE Community Connections/ Healthy Living Coordinator (K-12)	This person will work alongside school staffs, district partner groups and community agencies to organize the resources of the community for student success in out-of-school time programs. Duties will include: <ul style="list-style-type: none"> • Supporting school networks around common issues and topics • After school programming • Building connections with other agencies and organizations to raise money, to meet the needs and/or find services for vulnerable students • Supporting the school's focus, identifying and collaborating on needed services • Reflecting with administration, teachers, youth worker, etc. on actions taken and progress on school's focus
3.0 FTE Community Link Learning Support Teachers (Grades 4-8)	These teachers will work alongside school staffs to support and enhance student success and community connections. They will focus on supporting teachers' practice with all students and, in particular, disengaged and vulnerable youth. Their duties will include: <ul style="list-style-type: none"> • Supporting the school's focus as a way to prioritize service to teachers and students • Supporting resource room teachers in meeting the needs of vulnerable students • Reflecting with administration, teachers, youth worker, etc. on actions taken and progress on school's focus
3.0 FTE Community School Youth Workers (Grades 4-8)	These youth workers will work alongside school staffs to support and enhance student success and community connections. Their duties will include: <ul style="list-style-type: none"> • Building relationships with vulnerable students • Reconnecting and deepening the connection for these students within the school community • Supporting the school's focus as way to prioritize service to students • Building relationships with families of vulnerable students • Supporting families through various means (i.e. parent workshops, etc) • Reflecting with administration, teachers, youth worker, etc. on actions taken and progress on school's focus

ENGAGE + ACT

OBJECTIVE 3.3: TRANSITION RATES: Students with behaviour challenges - *improve grade-to-grade transition rates for students with Behaviour Challenges (Category H and R) from Grade 8 to 12 and the number of students with Behaviour Challenges earning a Dogwood or School Completion Certificate within 6 years*

<p>Adjudication Procedures Information Reviewed at all secondary sites</p>	<p>Ensure that all schools are consistently completing the protocol for all students eligible for adjudication procedures on Ministry examinable courses</p>
<p>Secondary Success Graduation Initiative 2009-2010 – Analyze students who entered Grade 9 in 2004-2005 with a six-year completion rate in 2008-2009</p> <p>2010-2011 – District to work in partnership with schools to streamline equity and quality of practices for the tracking and monitoring of students at risk for not graduating. Produce preliminary report of system-wide strategies for specific target student populations</p> <p>2011 to 2015 – Formalize processes across the system for identifying, supporting and transitioning students at risk for not graduating. Produce formal protocols and systemic documents</p> <p>2012-2013 - Trend reporting, school level and population disaggregation</p>	<p>To develop a strategy to strengthen the monitoring and support of students at risk for not graduating:</p> <ol style="list-style-type: none"> 1. Identify characteristics of students in risk groups who HAVE graduated to build resiliency profile 2. Articulate individual school graduate/non-graduate profiles and population implications 3. Articulate district level strategies for transitioning and tracking beyond the 5th year to maintain connection/invitation to system until Dogwood <p>INCREASE GRADUATION RATE – INCREASE LIFE CHANCES</p>
<p>Case Management</p>	<p>Ensure that students at risk for leaving school before graduation receive comprehensive supports</p>
<p>Student Achievement District Advisory Committee</p>	<p>A consultative body charged with the responsibility of giving feedback on initiatives and newly created courses with the intent of increasing achievement to ensure equity of opportunity and access for at risk learners</p>
<p>Full-time Secondary Youth Workers</p>	<p>Youth workers will be part of the support team for all Category H and R students in their schools</p>
<p>Career Facilitator</p>	<p>Support students at risk in establishing workplace experiences and gaining transition skills and education</p>
<p>Coquitlam Alternate Basic Education (CABE) CABE offers graduation program courses to allow students the opportunity to remain within the small learning environment through Grade 12</p>	<p>Provide district Career Program information and opportunities for students attending CABE, such as WEX 12A and WEX 12B, SSA, Transitions to Trades, and access to ACE-IT programs throughout the district</p>



ASSESS + EVALUATE

INDICATORS/EVIDENCE - *What data did we look at?*

GRADE-TO-GRADE TRANSITION RATES

Percentage of students transitioning from one grade to a higher grade (Ministry of Education report and Ministry of Education Special Needs report)

SIX-YEAR DOGWOOD COMPLETION RATES

Percentage of students completing school within six years from entering Grade 8 (Ministry of Education report and Ministry of Education Special Needs report)

OBJECTIVE 3.1: TRANSITION RATES: All Students- *improve grade-to-grade transition rates from Grade 8 to 12 and increase percent of students earning a Dogwood or School Completion Certificate within six years*

GRADE-TO-GRADE TRANSITION RATES *All Students*

	8-9	9-10	10-11	11-12
10/11	98	98	96	94
09/10	98	98	97	91
08/09	97	97	96	91
07/08	97	97	95	90
06/07	90	97	95	90
05/06	97	96	95	92
04/05	97	97	94	91

SIX-YEAR DOGWOOD COMPLETION RATES *All Students (including non-residents)*

10/11	91%	06/07	89%
09/10	89%	05/06	89%
08/09	90%	04/05	88%
07/08	88%	03/04	86%

SIX-YEAR DOGWOOD COMPLETION RATES *All Students, by Gender*

	F	M
10/11	92	90
09/10	91	86
08/09	93	88
07/08	91	86
06/07	92	86
05/06	91	87
04/05	90	85

OBJECTIVE 3.2: TRANSITION RATES: Aboriginal Students - *improve grade-to-grade transition rates from Grade 8 to 12 and increase percent of students earning a Dogwood or School Completion Certificate within six years (Aboriginal students)*

GRADE-TO-GRADE TRANSITION RATES - *Aboriginal Students*

	8-9	9-10	10-11	11-12
10/11	95	93	88	87
09/10	98	98	94	77
08/09	96	95	93	76
07/08	97	95	78	74
06/07	91	94	84	86
05/06	97	93	79	84
04/05	95	94	82	61

SIX-YEAR DOGWOOD COMPLETION RATES <i>Aboriginal Students</i>	10/11	63%	06/07	60%
	09/10	64%	05/06	65%
	08/09	71%	04/05	63%
	07/08	64%	03/04	68%

OBJECTIVE 3.3: TRANSITION RATES: Students with behaviour challenges - *improve grade-to-grade transition rates for students with Behaviour Challenges (Category H and R) from Grade 8 to 12 and the number of students with Behaviour Challenges earning a Dogwood or School Completion Certificate within 6 years*

GRADE-TO-GRADE TRANSITION RATES *Students with Behaviour Challenges*

	8-9	9-10	10-11	11-12
09/10	88		84	
08/09	100		79	
07/08	98	90	69	57
06/07	88	86	67	44
05/06	90	88	68	54
04/05	93	91	66	43
03/04	97	84	75	52

SIX-YEAR DOGWOOD COMPLETION RATES <i>Students with Behaviour Challenges (including non-residents)</i>	09/10	53%	05/06	40%
	08/09	53%	04/05	37%
	07/08	43%	03/04	30%
	06/07	45%	02/03	19%



RESPOND + ADJUST

Completed Actions



Success For All Project - monitoring and support of non-attenders

Innovation Inquiries

New Actions

- 3 Community Hub Schools
- Customized Learning Centre
- Tri City Soar
- ELSA Youth Class (ELSA Level 2 &3)
- LIF Staffing
- Welcome Class
- CIL 10/11
- Inquiry Hub
- 1.0 FTE Community Connections/Healthy Living Coordinator (K-12)
- 3.0 FTE Community Link Learning Support Teachers (Grade 4-8)
- 3.0 FTE Community School Youth Workers (Grade 4-8)

Continuing Actions

- 1.0 FTE Secondary School and Adult Literacy Coordinator
- 1.0 FTE Secondary Learning Support Teacher
- Secondary Success Graduation Initiative
- Secondary Math Curriculum Pathways Implementation
- Student Leadership Council
- Counsellors' and administrators' meetings
- In-District Challenge Process
- DELF (Diplome d'études de langue française)
- Coquitlam Open Learning
- Continuing Expansion of COL K-9
- TALONS Program for Gifted Learners
- EPIC (Elite Performers in Coquitlam) Program
- Graduation and Beyond Initiative
- Board Authority Authorized Courses
- 1.0 FTE Transitions Coordinator
- 1.0 FTE Secondary School Apprenticeship (SSA) Learning Support Teacher
- Career Development Network
- Transition Program Documents and Resources
- Apprenticeship Advisory Network
- Targeted staffing
- Career Development Focus Group
- District and School-Based Apprenticeship Program
- Graduation Credits available to Grade 9 students
- Grade 10 Transition to Trades
- my43
- Coquitlam Alternate Basic Education (CABE)
- 1.0 FTE Learning Innovations Coordinator
- Innovation Inquiries
- Learning Without Boundaries



OBJECTIVE 3.1: TRANSITION RATES: All Students- improve grade-to-grade transition rates from Grade 8 to 12 and increase percent of students earning a Dogwood or School Completion Certificate within six years

Grade-to-Grade Transition Rates

TARGET - Increase to 95% transitioning from grade-to-grade by 2015

Six-Year Dogwood Completion Rates

TARGET - Increase to 95% of all students completing their six-year Dogwood by 2015

STATEMENT OF PROGRESS: Met for Grade 8-11 transitions and met in some schools, but otherwise not met at the district level.

OBJECTIVE 3.2: TRANSITION RATES: Aboriginal Students

- improve grade-to-grade transition rates from Grade 8 to 12 and increase percent of students earning a Dogwood or School Completion Certificate within six years (Aboriginal students)

Grade-to-Grade Transition Rates

TARGET - Sustain or increase transition rates to 95% by 2015 for Aboriginal students in Grade 8 to 12 .

Six-Year Dogwood Completion Rates

TARGET Increase to 95% of Aboriginal students completing their Dogwood in six years by 2015.

STATEMENT OF PROGRESS: Met for Gr. 8-11 transitions, but otherwise not met.

OBJECTIVE 3.3: TRANSITION RATES: Students with behaviour challenges

- improve grade-to-grade transition rates for students with Behaviour Challenges (Category H and R) from Grade 8 to 12 and the number of students with Behaviour Challenges earning a Dogwood or School Completion Certificate within 6 years

Grade-to-Grade Transition Rates

TARGET - Sustain or increase transition rates to 95% by 2015 for students with behaviour challenges in Grade 8 to 12 with particular focus on programming and initiatives specifically to support this group

Six-Year Dogwood Completion Rates

TARGET - Increase to 95% of students with behaviour challenges completing their Dogwood in six years by 2015.

STATEMENT OF PROGRESS: Not met.

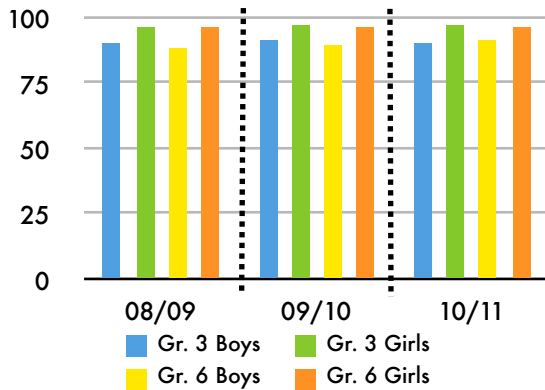
This population of students continues to be the focus of ongoing research and inquiry across all secondary sites as part of our Secondary Success Graduation Initiative project.

SUMMARY

SOCIAL RESPONSIBILITY: Increase Students' Socially Responsible Behaviour

Target: 95% of Gr. 3 & 6 students meeting or exceeding expectations by 2015

Solving Problems in Peaceful Ways



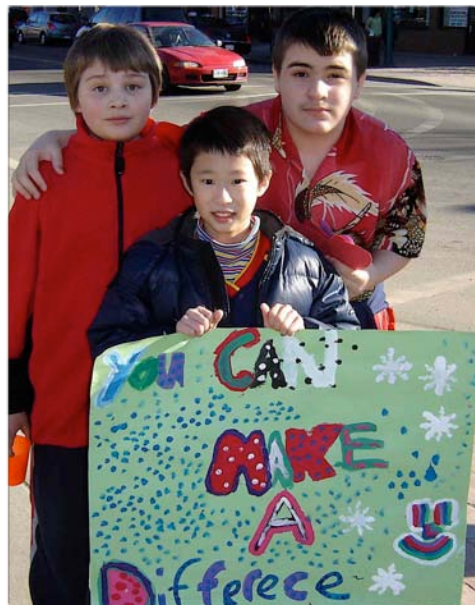
Results

% of students meeting or exceeding expectations

91% of Grade 3 boys
93% of Grade 6 boys
98% of Grade 3 girls
97% of Grade 6 girls

Indicators/Evidence

Teacher Observations
Classroom Assessment Based on Teacher Judgement





GOALS + EXPECTATIONS

GOAL 4: Social Responsibility		18 schools with 18 goals		
	Solving Problems in Peaceful Ways	Healthy Living	Other	Total
Elementary	2	1	4	7
Middle	1		5	6
Secondary			5	5

RATIONALE: WHY DID WE CHOOSE THIS GOAL?

Action Plans for Learning

18 schools have 18 goals in the area of social responsibility (7 goals at elementary, 6 goals at middle, 5 goals at secondary).

2 goals at elementary and 1 goal at middle focus on solving problems in peaceful ways.

1 goal at elementary is focused on healthy living.

4 goals at elementary, 5 goals at middle and 5 goals at secondary are focused on various aspects of social responsibility, such as valuing diversity and defending human rights, creating and contributing to classroom and school community and exercising democratic rights and responsibilities. A large area of focus continues to be on improving students' sense of safety and belonging.

Solving Problems in Peaceful Ways

The aspect of "Solving Problems in Peaceful Ways" was identified as an area of focus in 2005.

SUMMARY STATEMENT OF PROGRESS

The performance target, established in 2008-2009 and reaffirmed in 2010, for the objective, "Solving Problems in Peaceful Ways" under the Social Responsibility goal is to achieve 95% of students meeting or exceeding expectations by 2015.

At this time, the performance target has been met for Grade 6 students overall, Grade 3 Aboriginal students and female students in both grades, but although progress has been made, the performance target is not yet met for Grade 3 students, male students in Grade 3 and Grade 6, and Grade 6 Aboriginal students.





GOALS + EXPECTATIONS



OBJECTIVE 4.1: SOLVING PROBLEMS IN PEACEFUL WAYS- *increase peaceful problem solving in schools*

GRADE 3

94% of Grade 3 students were meeting or exceeding expectations on Classroom Assessments (BC Performance Standards). More girls (98%) are fully meeting or exceeding expectations than boys (91%).

TARGET - *Increase to 95% of Grade 3 male, female and Aboriginal students meeting or exceeding expectations by 2015*

GRADE 6

95% of Grade 3 students were fully meeting or exceeding expectations on Classroom Assessments (BC Performance Standards). More girls (97%) were fully meeting or exceeding expectations than boys (93%), and more non-Aboriginal students were fully meeting or exceeding expectations than Grade 6 Aboriginal students.

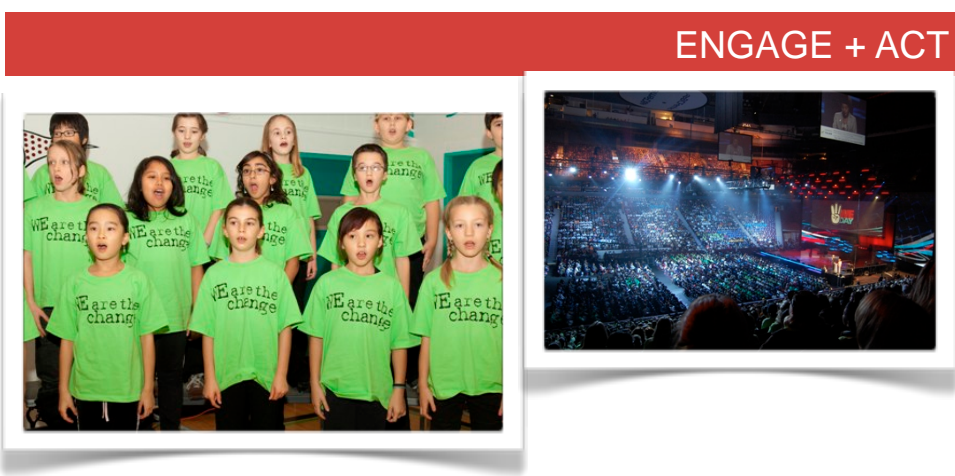
TARGET - *Increase to 95% of Grade 3 male, female and Aboriginal students meeting or exceeding expectations by 2015*

STATEMENT OF PROGRESS: *Met for Grade 6 students overall and female students; not met for Grade 3 students, Grade 3 and 6 male students and Grade 6 Aboriginal students.*

COMMENTS

At both grades, teachers' ratings of girls were higher than for boys. Aboriginal students tended to be rated less positively. These ratings provide an examination of changes in social responsibility performance following new district initiatives. Specifically, in the fall of 2006, the district adopted a systemic focus on improving the social responsibility of all learning communities, with recognition that true change would take several years. Classroom level data was not available for 2011-12.





OBJECTIVE 4.1: SOLVING PROBLEMS IN PEACEFUL WAYS- *increase peaceful problem solving in schools*

<p>1.0 FTE Social Responsibility Coordinator</p>	<p>Continue to provide a Staff Development Coordinator to assist teachers and schools with their teaching, learning, and goal implementation in the areas of social responsibility, social justice, social and emotional learning, and restorative approaches</p>
<p>Learning Teams: Restorative Approaches Teachers released for up to 3 afternoons with a facilitator</p>	<p>Support restorative approaches learning teams meeting regularly to engage in dialogue and share strategies to support teachers' and administrators' questions about and actions for promoting restorative approaches in their classrooms and school communities</p>
<p>Restorative Conferences Consultation Partnership with C.E.R.A. (Communities Embracing Restorative Action)</p>	<p>Promote and support this new partnership with C.E.R.A. and secondary school administrators. Administrators have the option of calling on C.E.R.A. facilitators to help mediate and promote restorative conversations with students involved in conflicts that are deemed suitable for this kind of approach</p>
<p>Learning Teams: Emotional Literacy Skills Teachers released for up to 3 afternoons with a facilitator</p>	<p>Support emotional literacy learning teams meeting regularly to learn about, discuss and share strategies to support teachers' questions about and actions for promoting and supporting social and emotional learning in their classrooms with their students, specifically around showing empathy, identifying and describing feelings (in self and others), learning to report behavior accurately and learning how to regulate and manage emotions and talk about feelings in conflict situations</p>
<p>Social Responsibility Performance Standards</p>	<p>Provide professional development opportunities to support educators in using the Solving Problems in Peaceful Ways rubric (classroom and school focus) and other aspects of the Standards</p>
<p>Lower Mainland Social Responsibility Network (SCRLE)</p>	<p>Continue participating in Network meetings to share and gather information, ideas, research, and initiatives with other school districts and educators working in the realm of social responsibility, social justice, social and emotional learning, and safe schools. Share new knowledge at the Social Responsibility Implementation Team and at learning team meetings</p>
<p>Learning Partners</p>	<p>Continue the partnership with UBC staff in the design and implementation of the SD43 Social Responsibility vision/plan and continue the partnership with SFU with a focus on restorative approaches</p>
<p>Rights Respecting Schools Partnership with UNICEF; one initiative currently at an elementary school; expanding to one more school (one middle)</p>	<p>The Rights Respecting School model complements the Safe, Caring and Orderly Schools policy and its companion policy document Diversity in BC Schools and directly supports the Social Responsibility Performance Standards by promoting a learning environment where all members of the school community are welcomed and respected</p>

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<p>MindUP (The Hawn Foundation) Training Workshops and Touchback Support</p> <p>Three times a year and a touchback support session</p>	<p>Continue to support teacher and administrator training on implementing and integrating the MindUP program in classrooms with students. This research-based program works to promote the five-point framework of competencies laid out in the work of the Collaborative for Academic, Social, and Emotional Learning (CASEL; www.casel.org): self-awareness, self-management, social awareness, relationships skills and responsible decision-making</p>
<p>Roots of Empathy</p>	<p>This program offers students the opportunity to experience and recognize empathy within themselves and others and practice time to learn to identify issues from the perspective of another, a “first step” in solving problems peacefully</p>
<p>Lower Mainland Child Abuse Prevention Committee</p>	<p>Continue networking and sharing information, resources and best practice as they relate to the prevention of child abuse and the Health and Career Education curriculum</p>
<p>School Library Programs Teacher-Librarians</p>	<p>Continue the provision of inquiry-based programs and high quality, multi-format learning resources toward developing students’ capacity as independent learners and improving students’ sense of safety and belonging</p>
<p>Student Leadership Council</p>	<p>Continue to support this structure which engages students in dialogue and education to empower them in supporting themselves and their peers with the skills and strategies necessary to become socially responsible citizens, locally and globally</p>
<p>School Planning Council meetings</p>	<p>Renew, sustain, and “live” with the revised Code of Conduct as per Safe, Orderly and Caring Schools recommendations. Continue to define, develop, and model attributes of safe, caring, and orderly schools</p>
<p>School Codes of Conduct</p>	<p>All schools will report their progress on reviewing and/or revising school codes of conduct, which reflect the provincial standards outlined in the Safe, Orderly and Caring Schools Guide and the provincial standards for Codes of Conduct Order, School Act, Sections 85(1.1), 168(2)(s1)</p>
<p>Proactive school level behaviour support systems</p>	<p>Design and implement alternatives to formal suspensions at the school level, supported by Itinerant Behaviour Teams</p>
<p>Threat assessment training</p>	<p>Continue to support schools in implementing effective threat assessment processes</p>
<p>Youth Worker at every Middle and Secondary School</p>	<p>Continue to in-service youth workers regarding data collection, community services, and resources to support vulnerable students. Establish consistent interventions and supports to increase personal and social responsibility</p>
<p>FRIENDS Program (Grade 4/5)</p>	<p>Continue to invite teachers, counsellors, and administrators to the initial training on this prevention and early intervention program to reduce the risk of anxiety problems and disorders and to build psychological resilience. In-service to be offered throughout the school year</p>
<p>FRIENDS Program (Grade 7/8)</p>	<p>Continue to invite teachers, counselors, and administrators to the initial training on this prevention and early intervention program to reduce the risk of anxiety problems and disorders and to build psychological resilience. In-service to be offered throughout the school year</p>
<p>Health and Career Education (K-7) Implementation Team</p>	<p>Support and facilitate a team of educators who will continue to maintain, develop and educate teachers about an online site linking recommended resources to support instruction and assessment of the Health and Career Education K-7 curriculum</p>

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Social Responsibility Implementation Team	Support and facilitate a team of educators who will continue to maintain, develop and educate teachers in promoting/integrating social and emotional learning and social responsibility. This team also developed, and continues to maintain and educate teachers about an online district site, linking recommended resources, websites, children's books and professional literature to support instruction and assessment in support of social and emotional learning, social responsibility and social justice
GO girls! Partnership with Big Sisters of the Lower Mainland	Continue to support this mentoring program currently in five middle schools, designed to encourage physical activity, participation, healthy eating choices and the development of positive self image, among girls age 11 to 14 in Grade 6,7 and/or 8
AARF! Animal Ambassadors for Reading Fun	Continue to support this "reading with dogs" program, in partnership with P.A.D.S. (Pacific Assistance Dogs Society), currently in three elementary schools and one middle school. The program partners students who have been selected by their teachers with registered therapy dogs who work with skilled volunteers. Research confirms that participating students make significant gains in reading and communication skills, as well as building self-esteem, confidence and social skills
WE day Partnership with Free the Children	Continue to support the coordination of We Day in our district, in order to inspire youth to lifelong social action, empowerment and leadership skills
Beyond the Hurt Bullying Prevention program Partnership with Red Cross	Support a partnership with Red Cross, and provide a pilot training session of <i>Beyond the Hurt</i> for up to four secondary school youth leadership teams. <i>Beyond the Hurt</i> trains secondary school youth to facilitate an anti-bullying program aimed at bullying and harassment prevention among children and youth in Grades 6 and 7
Restitution Level 1 training For interested administrators and district staff	Supported training in an introduction to restitution model (a restorative approach), that provides a framework for administrators and teachers to "create conditions for students to fix their mistakes and return to the school community strengthened" (Diane Gossen)
R.U.L.E.R. Training for interested administrators and teachers	Supported training for teachers and administrators on the RULER approach (how to use and integrate the use of four tools explored in the training that enhance/promote deeper understanding of emotional literacy skills, especially in the areas of self-awareness, social awareness, recognizing, labeling and managing emotions and strategies for solving problems independently. The RULER Approach teaches five key emotional literacy skills: <ul style="list-style-type: none"> • Recognizing emotions in oneself and others • Understanding the causes and consequences of emotions • Labeling the full range of emotions using a rich vocabulary • Expressing emotions appropriately in different contexts • Regulating emotions effectively to foster healthy relationships and achieve goals
SMART IEP and mandated online IEPs for students in high incidence categories	Continue district-wide implementation to increase consistent program implementation and learning experiences as well as reducing behaviour incidents
Coquitlam Alternate Basic Education (CABE), Goal Oriented Alternative Learning (GOAL), and Customized Learning Centre (CLC)	Continue to support small-group alternative learning environments and experiences for our most vulnerable secondary school students
Empowering Youth Partnership with CERA (Communities Embracing Restorative Action); 8 schools, expanding to 11	This initiative equips students with skills in conflict resolution and empowers them to be actively involved in assisting fellow students in handling school conflicts in peaceful ways. Students who serve as peer mediators are trained in the areas of understanding conflict, active listening, problem solving, appreciating diversity and strategies for managing difficult conversations. Once trained, student mediators work in pairs, under the supervision of a trained adult, to assist fellow students who are in conflict

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<p>MDI (Middle Years Development Instrument) District support Survey implemented in partnership with UBC</p>	<p>Provide opportunities for administrators and teachers to analyse and discuss further district and school results, and ways in which the MDI Toolkit can help support and promote action plans for improving and building upon our findings</p>
<p>Transition and articulation plans Between pre-school/early learning programs and Kindergarten, elementary and middle school (Grade 5 to 6), middle and secondary (Grade 8 to 9), and between school completion and post-secondary</p>	<p>Continue to identify and share preparation and reception activities for students transitioning from one level to another to increase feelings of safety and sense of belonging</p>
<p>Safe Schools Contact Meetings</p>	<p>Continue to participate in this Lower Mainland network where districts share in information, protocols and best practice regarding student safety and belonging</p>





ASSESS + EVALUATE

INDICATORS/EVIDENCE - *What data did we look at?*

Classroom Assessments

Teacher judgment in terms of BC Performance Standards, based on a variety of evidence, including the BC Social Responsibility Performance Standards (Solving Problems in Peaceful Ways) and teacher observations at Grade 3 and Grade 6

Middle-Years Development Instrument

A population-based measure of children’s social and emotional development and well-being both inside and outside of school (UBC/HELP)

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CLASSROOM ASSESSMENTS (April 2011) *Grade 3 and Grade 6 Solving Problems in Peaceful Ways*

Percentage of students meeting or exceeding

Gr. 3 n = 1665 (80% part.); Aboriginal = 56

Gr. 6 n = 2040 (89% part.) Aboriginal = 91

	Gr. 3	Gr. 6
All	94	95
Boys	91	93
Girls	98	97
Aborigin	95	84

MIDDLE YEARS DEVELOPMENT INSTRUMENT *(March 2011) Grade 4 (2010-11) Cohort*

Well-Being Index; Percentage of students reporting

Gr. 4 n = 1921 (88% part.)

	Gr. 4
Thriving	51
Medium-to-high	23
Low	27





RESPOND + ADJUST

New Actions

- Social Responsibility Implementation Team
- GO girls! (Partnership with Big Sisters of the Lower Mainland)
- AARF! (Animal Ambassadors for Reading Fun)
- We Day
- Beyond the Hurt Bullying Prevention program
- Restitution Level 1
- R.U.L.E.R.



Continuing Actions

- 1.0 FTE Social Responsibility Coordinator
- Learning Teams: Restorative Approaches
- Restorative Conferences Consultation
- Learning Teams: Emotional Literacy Skills
- Social Responsibility Performance Standards
- Lower Mainland Social Responsibility Network (SCRLE)
- Learning Partners
- Rights Respecting Schools
- MindUP (The Hawn Foundation)
- Training Workshops and Touchback Support
- Roots of Empathy
- Lower Mainland Child Abuse Prevention Committee
- School Library Programs
- Student Leadership Council
- School Planning Council meetings
- School Codes of Conduct
- Proactive school level behaviour support systems
- Threat assessment training
- Youth Worker at every middle and secondary school
- FRIENDS Program (Grade 4/5)
- FRIENDS Program (Grade 7/8)
- Health and Career Education (K-7) Implementation Team
- SMART IEP and mandated online IEPs for students in high incidence categories
- Coquitlam Alternate Basic Education (CABE), Goal Oriented Alternative Learning (GOAL), and Customized Learning Centre (CLC)
- Empowering Youth
- MDI (Middle Years Development Instrument) District support
- Transition and articulation plans
- Safe Schools Contact Meetings

OBJECTIVE 4.1: SOLVING PROBLEMS IN PEACEFUL WAYS- *increase peaceful problem solving in schools*

GRADE 3
TARGET - *Increase to 95% of Grade 3 male, female and Aboriginal students meeting or exceeding expectations by 2015*

GRADE 6
TARGET - *Increase to 95% of Grade 3 male, female and Aboriginal students meeting or exceeding expectations by 2015*

STATEMENT OF PROGRESS:
*Met for Grade 6 students overall and female students;
 Not met for Grade 3 students, Grade 3 and 6 male students and Grade 6 Aboriginal students.*

