

DISTRICT ACHIEVEMENT CONTRACT

SD43 Coquitlam

Learning without boundaries

2012 - 2015



Improve Students' Literacy Skills



Improve Students' Numeracy Skills



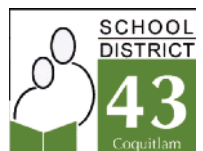
Improve School Completion and Transition Rates



Increase Socially Responsible Behaviour

Summary of Achievement 2013 / 2014

JUNE 2014



Learning for a Lifetime

www.sd43.bc.ca

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 2014 report provides evidence of our progress and the District's continued work toward 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.

This past year saw the continuation of the Learning Improvement Fund, as well as the continued implementation of the Safe, Caring School Communities framework. 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 its continued support Inquiry Hub Secondary, Neighbourhood Learning Centres, Transition Programs, Customized Learning Centre, Coquitlam Open Learning, Coquitlam Alternate Basic Education (CABE), Goal Oriented Alternative Learning (GOAL), Gifted Programs, Elite Performers in Coquitlam Program (EPIC), Reggio Influenced Program, Community Hubs & Community Schools, Montessori, International Baccalaureate, French Language Programs and the Mandarin Bilingual Program.

Even in the midst of budget challenges, 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



Melissa Hyndes
Chair



Holly Butterfield
Vice-Chair



Gail Alty



Judy Shirra



John J. Keryluk



Brian Robinson



Diane Sowden



Keith Watkins



Gerri Wallis



Coquitlam School District
International Education

Inspiring Academic Excellence

International Student Achievements

- More than half of our international students qualified for honor roll.
- High School EAL Data: District Average - level 4.
- The overall average high school mark for our international students was 77%.



District Context June, 2013



DEMOGRAPHICS

33,516 total students
4,929 EAL
5104 Students with Special Needs
3,456 French Immersion
1,353 Aboriginal
3,896 Open Learning
1,150 International
381 Alternate program
3,300 Continuing Ed.
5,600 Summer Learning
725 International Summer School

PROGRAMS OF CHOICE

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

STUDENT SUPPORT

Hearing and Vision Support
Speech and Language Support
School Psychologist Support
Challenge Centers
Language Development Program
Learning Improvement Fund (LIF)
CLOC
Autism Support Team
Behaviour Support
Teaching & Evaluation Centre
SHARP
HUB Community Schools

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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 services and programs.

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.

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.

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 Learning Services continues to involve learning tasks tied to the BC Performance Standards.



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.

Improve Students' Literacy Skills

Improve Students' Numeracy Skills

Improve School Completion
and Transition Rates

Increase Socially
Responsible Behaviour

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

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: assessment, literacy, technology integration, social and emotional learning 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.

LEARNING IMPROVEMENT FUND

The Learning Improvement Fund has been used to provide school-based staffing and professional development to promote greater inclusion of all learners. Teachers are brought together several times a year for facilitated conversations around effective strategies and practices for inclusion and how to plan and work with other teachers in their schools.

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, a new Reggio influenced K-5 program of choice also provides 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, 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 support opportunities for practicing teachers to develop leadership and facilitation skills through direct support of their colleagues who are new to a position or new (5 years or less) to teaching. School District 43's Mentoring Matters is a formal mentoring structure built on the learning team model that supports current teaching and learning practices. This structure provides support for teachers of Primary, Intermediate, Middle, Gifted, EAL, Resource/Student Services and Teachers Teaching on Call.



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STANDARD OF PERFORMANCE FOUR and FIVE

Student, Family and 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

The ongoing contributions that students, as partners in decision making, contribute to our district is deeply valued. Students are able to take part in this through the Student Leadership Council and by filling student seats on new and existing committees to lend their voice to the discussions and plans. The Student Leadership Council is governed by a student-developed constitution and their work is coordinated through the SLC website - www.SLCSD43.org. Students' values, concerns and beliefs will be vital to putting Learning Without Boundaries into action.

FAMILY PLAY AND LEARN NIGHT

These events are held the last Wednesday of every month (except for November and December) for families and their children aged 3-10 and are hosted in Coquitlam Centre mall. They are Coordinated through a partnership between School District 43, the Tri-Cities Early Childhood Development Committee, the Tri-Cities public libraries, the Tri-Cities Literacy Committee and the Coquitlam Centre Mall. Middle school student volunteers engage children in theme based craft activities that are designed to promote multiple literacies and to encourage play-based learning in the home. This year marked the sixth anniversary for this dynamic community partnership.

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 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. The systemic implementation of the dream began this year as we continue with innovations to prepare our learners for success in the 21st Century. The Board of Education approved the LWB in October 2013.

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Student, Family and Community Engagement (cont'd)

YOUTH EMPLOYMENT INITIATIVE

With funding from the Vancouver Foundations' Disability Supports for Employment Fund, the Simon Fraser Society for Community Living and School District 43 have embarked on a Youth Employment Initiative (YEI). The YEI is a planned 3 year project with a long range goal to expand community capacity to successfully engage youth who have developmental disabilities in sustainable, paid employment. It is intended to increase employment opportunities and the overall rate of employment for youth aged 15 - 19 in the TriCities. This will be accomplished through supports to bridge Secondary students from school work experience placements into paid part or full time employment and by expanding the pool of employment opportunities in the TriCities through the recruitment & education of potential employers.

A cross-sectoral steering committee will continue to evaluate and guide progress, ongoing viability and strategies for project expansion and improved connections to the business community. A vital component of the project's long range success is the ongoing role of school and community partners in sustaining the service to youth in each community beyond the life of the project. As well as the Simon Fraser Society and School District 43, the community partners include representation from students, parents, WorkBC, Avia Employment Services, Training Innovations, TriCities Chamber of Commerce, Douglas College, Ministry for Children and Family Development - Children and Youth with Special Needs and Community Living BC.

The initiative is successfully underway with 10 students at Heritage Woods Secondary in Port Moody and the Simon Fraser Society for Community Living has applied for funding from the Vancouver Foundation with the intention of expanding the project to the communities of Coquitlam and Port Coquitlam in years 2 & 3.

Of the 10 students engaged in the YEI at Heritage Woods, 5 are actively engaged in job search/ work experience, 4 are involved in job preparation/work experience and 1 has confirmed paid employment. The students, their families and school teams have reported significant gains in independence at school, work and in the community. They report improvements in confidence and self-esteem as well as new visions and hopes for work and future post-secondary plans. They have generally higher expectations that paid employment is a viable post-secondary option for all youth with developmental disabilities.

The steering committee is currently engaged in an active process to identify the roles and responsibilities of the school, district and community partners to sustain the service to Port Moody youth, as the YEI shifts its focus to a new community for year 2.



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STANDARD OF PERFORMANCE SIX

Collaboration & System-Based Alignment

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, Early Learning Network, Adolescent Literacy Regional Mentoring Network, Teacher Mentorship BC, Safe School Network, 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 seven 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, Montessori, Transition Education, and new for this year, Safe Schools.

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.

LEARNING WITHOUT BOUNDARIES

School District 43 engaged the whole system to collaboratively discover our inspiring dream 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 partner group representatives defined the four pillars as:

1. Cultures of Care and Shared Responsibility Where Every Learner Matters
2. Engaged and Empowered Lifelong Learners
3. Flexible, Integrated, Diverse, and Active Learning Environments
4. Innovative, Sustainable Professional Learning and Shared Leadership

In October 2013, the Board of Education endorsed the Learning Without Boundaries Planning Document and preparations are underway for a systemic implementation of the dream as we continue with innovations designed to prepare our learners for success in the 21st Century.



Safe, Caring Learning Environments

"Creating a caring and safe educational environment is the foundation for both social-emotional learning and academic achievement, and teachers hold the key. Social and emotional skills create responsive, caring and inclusive classrooms and provide the foundation for building and sustaining learning relationships that lead to academic success and responsible citizenship."

Kimberley A. Shonert-Reichl and Shelly Hymel, 2007

DESIGNING A SAFE SCHOOL FRAMEWORK

The Ministry of Education's E.R.A.S.E. initiative created an opportunity for the school District to examine all of the practices, structures and resources that were contributing to safe school environments and student wellness. The Safe Schools Task Force was created to bring coherence to all of these pieces that have been in place. At the same time there was the chance to combine this with the rich history and recent work being done in social responsibility and social and emotional learning in a such a way that all parts of the system could be safe, caring learning environments for every adult and child.

Drawing on the expertise of Dr. Shelly Hymel and Miriam Miller, the task force was asked to provide a synthesis of what the research says is necessary to create a safe learning environment. Their presentation focused on: CASEL's five competencies of social and emotional learning, the evidence of the importance of the classroom environment, the place of healthy relationships and the role of balanced anti-bullying interventions. This consultation led to the identification of five core beliefs and the guiding principles along with the values and vision that are represented in the graphic for the Safe, Caring Learning Communities.



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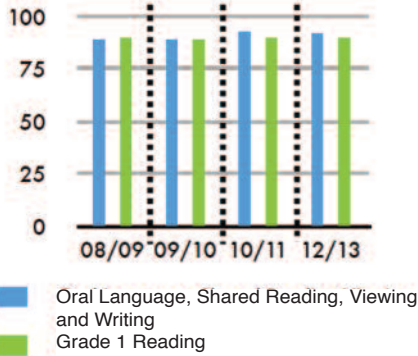


SUMMARY

LITERACY: Improve Students' Literary Skills, K - 12

Target: 95% of students meeting expectations by 2015

Early Literacy (K - 1)



Results

% of students meeting expectations

92% of Kindergarten

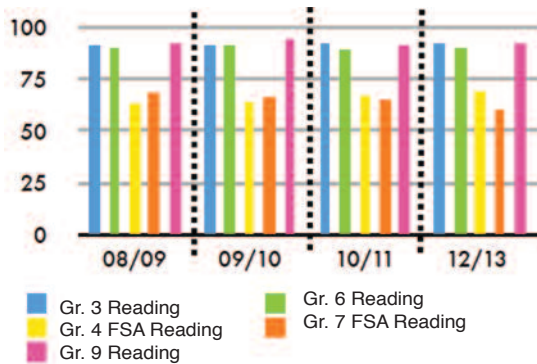
90% of Grade 1

* N/A for 2013-2014

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

61% of Grade 4 FSA

64% of Grade 7 FSA

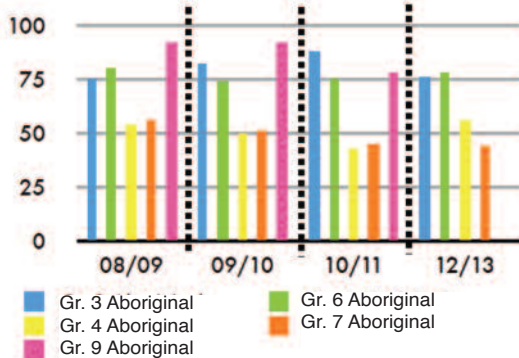
92% of Grade 9

* N/A for 2013-2014

Indicators/Evidence

CBA
DRA, QCA/RAD
FSA

Grade 3-9 Reading Comprehension (Aboriginal Students)



Results

% of students meeting or exceeding expectations

44% of Gr. 4 Aboriginal

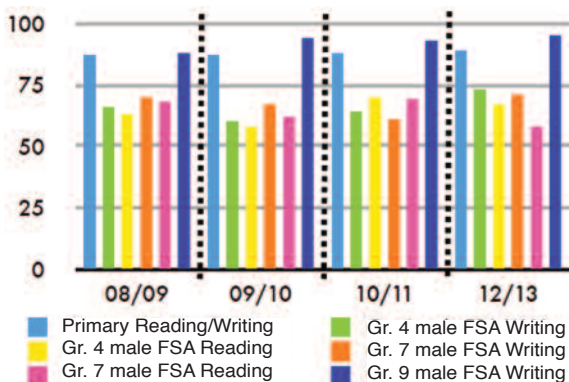
43% of Gr. 7 Aboriginal

* N/A for 2013-2014

Indicators/Evidence

CBA
DRA, QCA/RAD
FSA

Literacy (All Students)



Results

% of students meeting or exceeding expectations

67% of Gr. 4 FSA

Reading/Writing

67% of Gr. 7 FSA

Reading/Writing

* N/A for 2013-2014

Indicators/Evidence

Teacher observations, student products for reading and writing

CBA
District-Wide Writing Assessment for Gr. 9
FSA

GOALS + EXPECTATIONS



GOAL 1: Literacy		37 schools with 37 goals
Elementary	22	
Middle	5	
Secondary	2	
District	29	

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 55% of APLs (37 schools with goals - 31 elementary, 4 middle, and 2 secondary) schools designating reading comprehension as a focus for improvement as of mid-June 2014.

Early Literacy

According to data from Wave 5 of the Early Development Instrument in February 2013, 8% of all Kindergarten students are deemed vulnerable in terms of language/cognitive development. This is a reduction from 12% in Wave 4 in 2011. According to the 2013 results Wave 5 on the Early Development Instrument, district-wide, the largest proportion of children who are vulnerable was 16% on the Social Competence Scale followed by 14% on the Communication Skills Scale. Vulnerability remained the same from Wave 4 to Wave 5 on all scales except Language and Cognitive Development.

In 2011, (wave 4) the vulnerability rate district wide on one or more scales was 33%. In 2013, (wave 5) the vulnerability rate on one or more scales dropped to 30%.



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.

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

KINDERGARTEN

92% 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.

45 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.

OBJECTIVE 1.3: GRADE 3-9 READING COMPREHENSION:

Aboriginal Students - improve Grade 3-9 reading comprehension skills of Aboriginal Students

GRADE 6

43% of Aboriginal students are meeting expectations on FSA Reading in Grade 7.

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".

OBJECTIVE 1.2: GRADE 3-9 READING COMPREHENSION -

improve Grade 3-9 reading comprehension skills

TARGET - 95% meeting overall by 2015

STATEMENT OF EXPECTATIONS: Not met.

COMMENTS

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 2014 continue to progress and meet expectations for the next grade.



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.

67% of Grade 4 male students are meeting expectations on FSA Writing and FSA Reading (combined). 67% 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.



ENGAGE + ACT



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

<p>1.0 FTE Early Learning Focus K-12 Coordinator</p>	<p>Organize and co-ordinate professional development for curriculum implementation, instruction and assessment practices for literacy at all levels and implementation of early learning initiatives</p>
<p>LIF Staffing - quality teaching in inclusive classrooms</p>	<p>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</p>
<p>Welcome to Kindergarten 45 elementary schools</p>	<p>The Welcome to Kindergarten program is a unique parent engagement strategy that brings together parents, children, schools and community service agencies to achieve the goal of giving parents/caregivers the strategies, resources and all the support necessary to make early learning activity and play a priority in the home – to prepare the child for a fun and successful first year in school.</p>
<p>Kindergarten Learning Project: Developmental Criteria</p>	<p>Continue to support implementation as use of continua to guide instruction for early learners</p>
<p>Family Play and Learn Nights For children aged 3-10 and their families</p>	<p>Held monthly at the Coquitlam Centre mall</p>
<p>Mandarin Bilingual Program Expanding to Grade 5</p>	<p>Continue to implement a new Mandarin Bilingual Program in one school</p>
<p>StrongStart School Library Access Project</p>	<p>Children registered in District StrongStart programs are provided with access to the school's teacher- librarian for programming, and with book exchange privileges</p>
<p>1.0 FTE Language, Culture and Identity Coordinator</p>	<p>Works with teachers in an inquiry-based approach to improve learning success and organize and coordinate professional development for teachers of French, Mandarin and other languages</p>
<p>Reggio Influenced Program K-5</p>	<p>Implement Reggio Influenced practices in a multi-grade environment. Emergent, project-based curriculum and documentation of learning</p>

<p>Ready-Set-Learn Aimed at families with a three-year-old child, our Ready, Set, Learn Communities of Schools events provide families with information about early childhood development and early learning programs and services while their children engage in physical literacy play based activities from Leap BC. It also develops positive connections between families and the school system and local community agencies.</p>	<p>Local public librarians also hold a story time 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>
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OBJECTIVE 1.2: GRADE 3-9 READING COMPREHENSION - *improve Grade 3-9 reading comprehension skills*

<p>Professional Network Series</p>	<p>Support teachers in accessing the latest research-based instructional practices from educational 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>RELI (Ressource d’Evaluation 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>Idélire 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>1.0 FTE Information, Technology and Libraries Coordinator</p>	<p>Organize and coordinate professional development in technology and information literacy. Support school library programs and services with the focus of improving literacy defined broadly for all learners</p>
<p>Fast ForWord Literacy Support Program and Assistive Technology</p>	<p>Implement computer-based program 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 Six

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 base on BC Performance Standards scale, drawn from a variety of sources of evidence, including: observations, documentation of learning, peer and self assessment as well as a standard measures of reading (e.g. DRA, RAD, QCA)

FSA Reading
Grade 4 and 7

District-Wide Assessments
District assessments of writing at Grade 9

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

FSA READING (February 2013)
Grade 4 and Grade 7 Reading

Percentage of students meeting expectations

Gr. 4 n = 2167 (70% part.)
Gr. 7 n = 2300 (62% part.)

	Gr. 4	Gr. 7
EX	10	7
M	58	57
NY	17	21

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

FSA READING (February 2013)
Grade 4 and Grade 7 Reading - Aboriginal Students

Percentage of Aboriginal students meeting expectations

Gr. 4 n = 84
Gr. 7 n = 96

	Gr. 4	Gr. 7
EX	8	3
M	36	40
NY	27	32

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

FSA READING (February 2013) **Grade 4 and Grade 7 Reading Female/ Male Students**

Percentage of students meeting expectations
Gr. 4: female n = 1010; male n = 1157
Gr. 7: female n = 1101; male n = 1199

	Grade 4		Grade 7	
	F	M	F	M
13/14	72	65	68	61
12/13	73	67	66	58
11/12	72	66	64	56
10/11	71	64	69	61
09/10	68	58	70	62

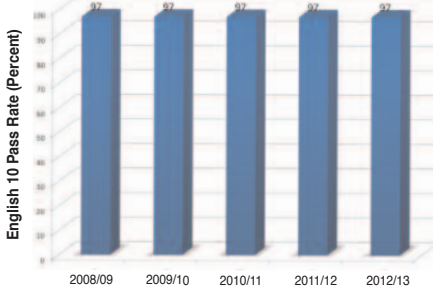
FSA WRITING (February 2013) **Grade 4 and Grade 7 Writing - Female/ Male Students**

Percentage of students meeting expectations
Gr. 4: female n = 1010; male n = 1157
Gr. 7: female n = 1101; male n = 1199

	Grade 4		Grade 7	
	F	M	F	M
13/14	79	68	81	72
12/13	82	73	78	71
11/12	78	69	76	69
10/11	77	70	80	69
09/10	72	60	77	67

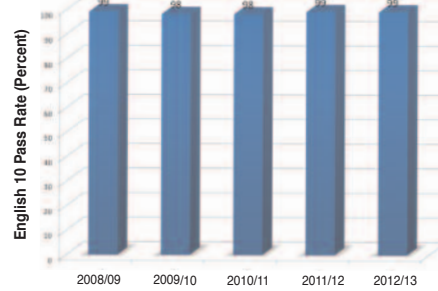


All Students En 10 Pass Rate



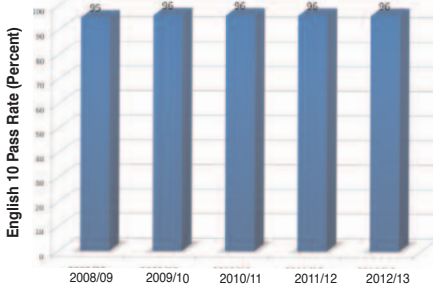
School Year	English 10 Pass Rate
2008/09	97
2009/10	97
2010/11	97
2011/12	97
2012/13	97

Female Students En 10 Pass Rate



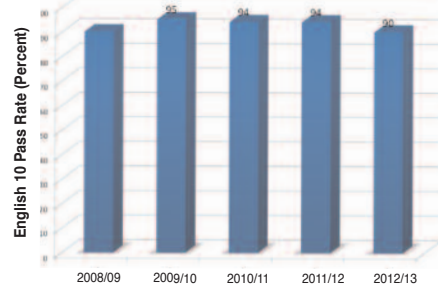
School Year	English 10 Pass Rate
2008/09	99
2009/10	97
2010/11	98
2011/12	99
2012/13	99

Male Students En 10 Pass Rate



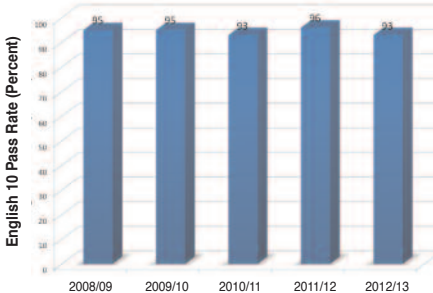
School Year	English 10 Pass Rate
2008/09	95
2009/10	96
2010/11	96
2011/12	96
2012/13	96

Aboriginal Students En 10 Pass Rate



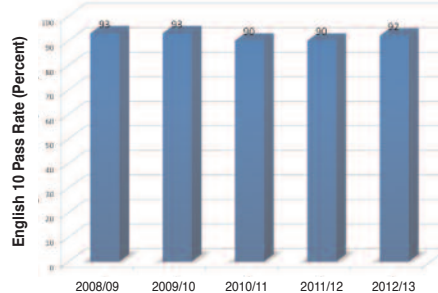
School Year	English 10 Pass Rate
2008/09	90
2009/10	95
2010/11	94
2011/12	94
2012/13	90

English Language Learners En 10 Pass Rate



School Year	English 10 Pass Rate
2008/09	95
2009/10	95
2010/11	93
2011/12	96
2012/13	93

Students with Special Needs En 10 Pass Rate



School Year	English 10 Pass Rate
2008/09	93
2009/10	93
2010/11	90
2011/12	90
2012/13	92

Strong and consistent results indicate progress is being made on our literacy goals.





Actions

1.0 FTE Early Learning Focus K-12 Coordinator

- Welcome to Kindergarten
- Ready-Set-Learn
- Family Play and Learn Nights
- Kindergarten Learning Project: Developmental Continua
- Reggio Influenced Program K - 5
- District Grade K-1 Action Research - Primary Educational Philosophies
- StrongStart School Library Access Project
- Grade 4 Reading Project
- 1.0 FTE Language, Culture and Identity Coordinator
- Mandarin Bilingual Program
- Réseau maternelle
- Learning Teams: Reading Comprehension Focus
- RELI (Ressource d'Evaluation de la Lecture en Immersion) and Quick Comprehension Assessment (non-fiction)
- Idélire
- 1.0 FTE Information, Technology and Libraries Coordinator
- School Library Programs
- Fast ForWord Literacy Support Program and Assistive Technology
- Assessment LIF Staffing

Continuing Actions

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.*

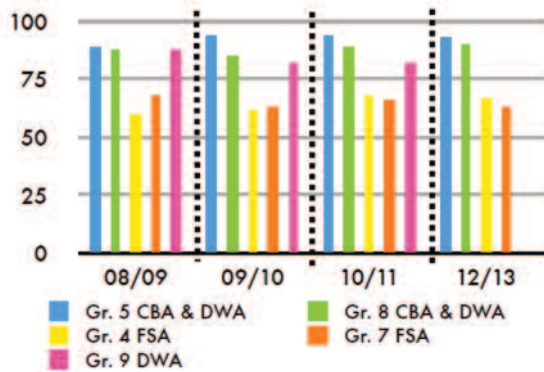


SUMMARY

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

69 % of Gr. 4 FSA
61 % of Gr. 7 FSA

2013-2014

Indicators/Evidence

FSA for Grades 4 and 7



GOALS + EXPECTATIONS



GOAL 2: Numeracy		11 schools with 11 goals
Elementary	7	
Middle	4	
Secondary	0	
District	11	

RATIONALE: WHY DID WE CHOOSE THIS GOAL?

Action Plans for Learning

11 schools have numeracy as a school goal (7 elementary schools, 4 middle schools) as of mid-June 2014. 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 Classroom Assessment Based on Teacher Judgment are higher for younger students (Grade 5) than for older students (Grade 8 and 9). Past 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.

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: *Met in grade 5 on one measure; otherwise, not.*

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).

OBJECTIVE 2.2: PROBLEM-SOLVING: Aboriginal Students

- improve Aboriginal students' performance in the area of problem-solving skills and strategies

GRADE 5

49% of Aboriginal students are meeting expectations on the FSA Numeracy in Grade 4 and 45% of Aboriginal students are meeting expectations in Grade 7.

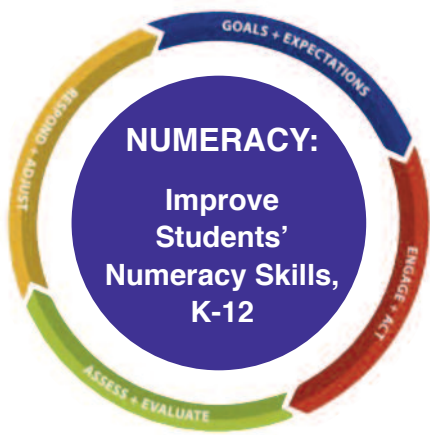
TARGET - 95% meeting overall by 2015

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".



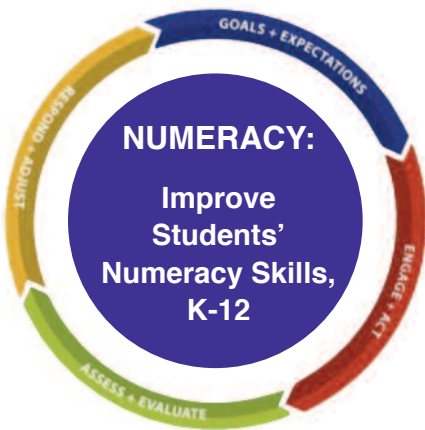


OBJECTIVE 2.1: PROBLEM-SOLVING GRADES 4-9 - *improve students' problem-solving skills and strategies in Grades 4-9*

LIF Staffing - 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





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

FSA Numeracy
Grade 4 and 7

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

FSA NUMERACY (February 2013)
Grade 4 and Grade 7 Numeracy

Percentage of students meeting expectations

Gr. 4 n = 2167 (67% part.)
Gr. 7 n = 2300 (63% part.)

	Gr. 4	Gr. 7
13/14	69	61
12/13	67	63
11/12	67	59
10/11	68	66
09/10	62	63

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

FSA NUMERACY (February 2013)
Grade 4 and Grade 7 Numeracy - Aboriginal Students

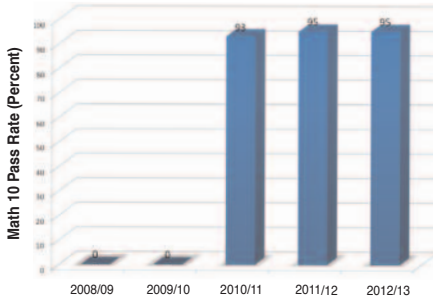
Percentage of students meeting expectations

Gr. 4 n = 84
Gr. 7 n = 89

	Gr. 4	Gr. 7
13/14	49	45
12/13	37	34
11/12	47	35
10/11	49	41
09/10	39	43

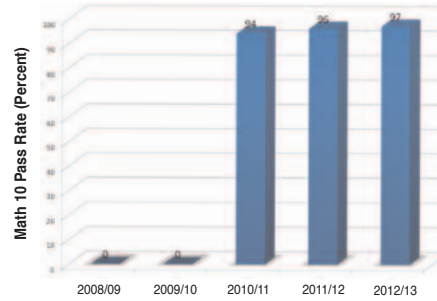


**All Students Ma 10
Pass Rate**



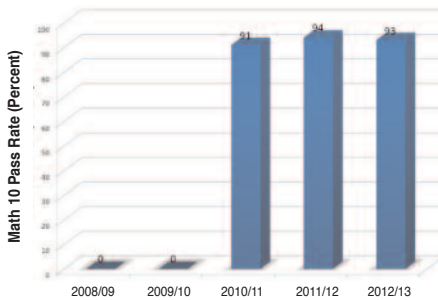
School Year	Math 10 Pass Rate
2008/09	-
2009/10	-
2010/11	93
2011/12	95
2012/13	95

**Female Students Ma 10
Pass Rate**



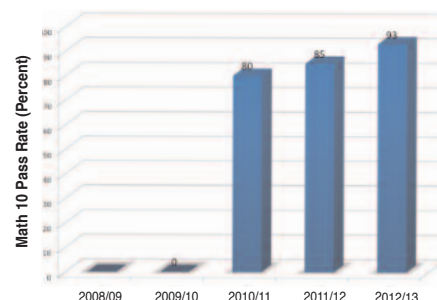
School Year	Math 10 Pass Rate
2008/09	-
2009/10	-
2010/11	94
2011/12	96
2012/13	97

**Male Students Ma 10
Pass Rate**



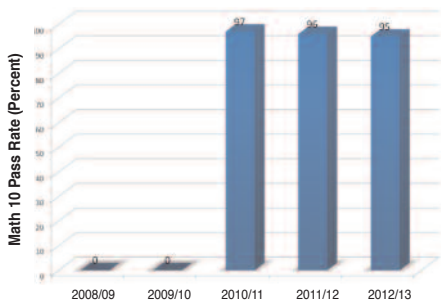
School Year	Math 10 Pass Rate
2008/09	-
2009/10	-
2010/11	91
2011/12	94
2012/13	93

**Aboriginal Students Ma 10
Pass Rate**



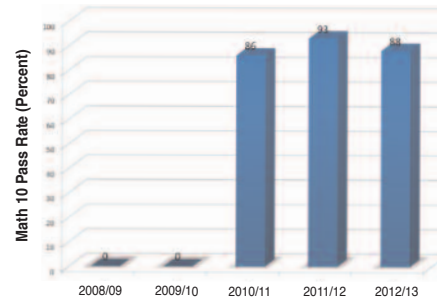
School Year	Math 10 Pass Rate
2008/09	-
2009/10	-
2010/11	80
2011/12	85
2012/13	93

**English Language Learners Ma 10
Pass Rate**



School Year	Math 10 Pass Rate
2008/09	-
2009/10	-
2010/11	97
2011/12	96
2012/13	95

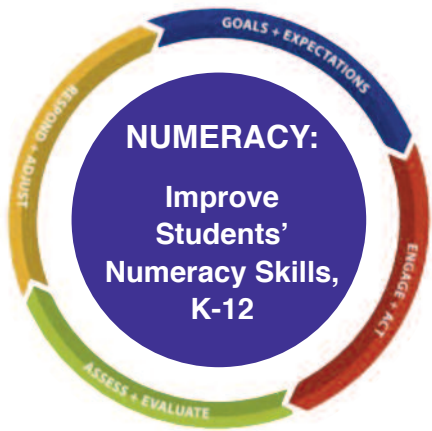
**Students with Special Needs Ma 10
Pass Rate**



School Year	Math 10 Pass Rate
2008/09	-
2009/10	-
2010/11	86
2011/12	93
2012/13	88

Strong and consistent results indicate progress is being made on our numeracy goals.





Continuing Actions

Learning Teams: Numeracy Focus

LIF Staffing

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.*

Continuing Actions

1.0 FTE Early Learning Focus K-12 Coordinator

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

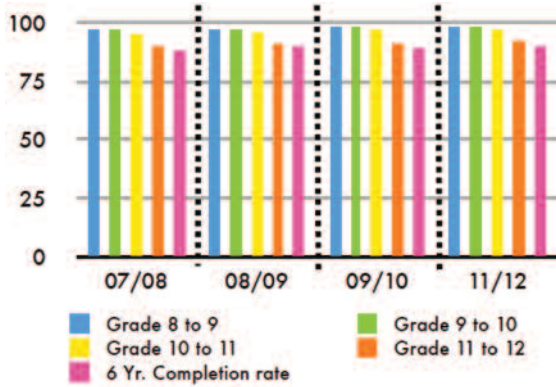
STATEMENT OF PROGRESS: *Not met.*



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)



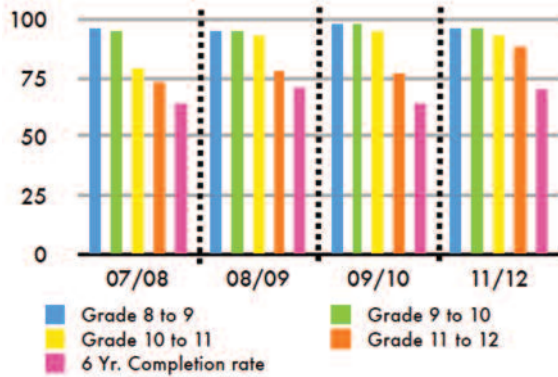
Results 2012 - 2013

98% transition from Gr. 8 - 9 - 10
97% transition from Gr. 10 - 11
94% transition from Gr. 11 - 12
93.4% 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)



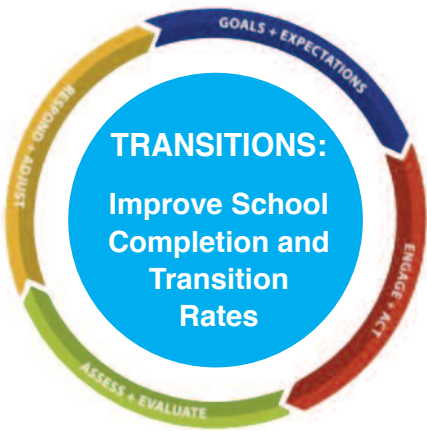
Results 2011 - 2012

97% transition from Gr. 8 - 9 - 10
97% transition from Gr. 10 - 11
94% transition from Gr. 11 - 12
90% completion rate for Six-year Dogwood

Indicators/Evidence

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





GOAL 3: Transitions		4 schools with 5 goals
Elementary	0	
Middle	0	
Secondary	5	
District	5	

RATIONALE: WHY DID WE CHOOSE THIS GOAL?

Action Plans for Learning

5 secondary schools have grade-to-grade transitions and graduation rates as a goal as of mid-June 2014.

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 97-98%, and are 92% from Grade 11-12. The six-year Dogwood completion rate indicates that 90% 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 3% of Aboriginal students are not advancing from Grade 9 to Grade 10, 3% are not advancing from Grade 10 to Grade 11 and 6% are not advancing from Grade 11 to 12. The six-year Dogwood completion rate for Aboriginal students is 90%. 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.

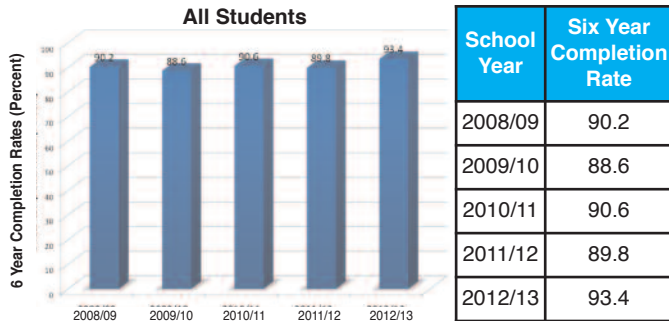
Students with Behaviour Challenges

The six-year Dogwood completion rate for students with identified behaviour challenges (Category H and R) has increased over time and is now 71%. 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.”

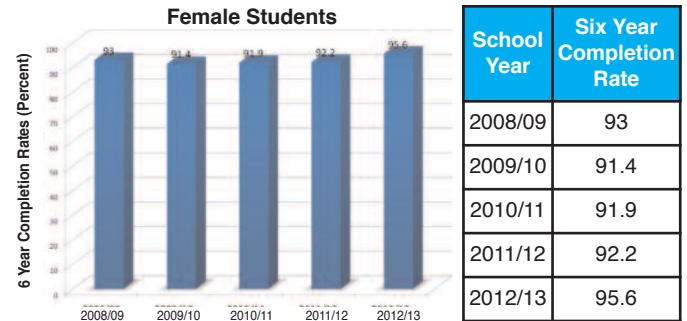
SUMMARY STATEMENT OF PROGRESS

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. While we continue to strive to improve, the District’s 6-year Completion Rates are among the highest in BC, as indicated in the charts below.

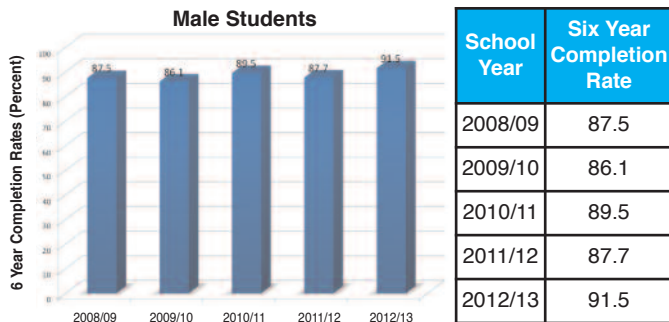
GOALS + EXPECTATIONS



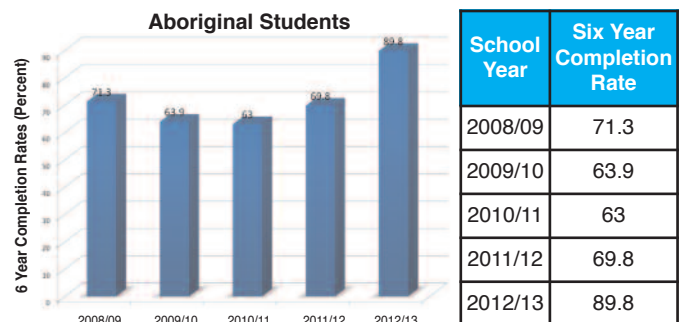
All Students - School District 43 Coquitlam leads the Metro Vancouver region and is second in the province in 6 Year Completion Rates for All Students.



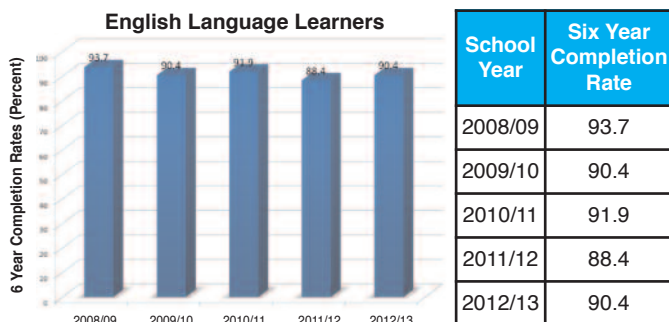
Female Students - These results represent a significant increase over last school year and are the highest among Metro Vancouver School Districts.



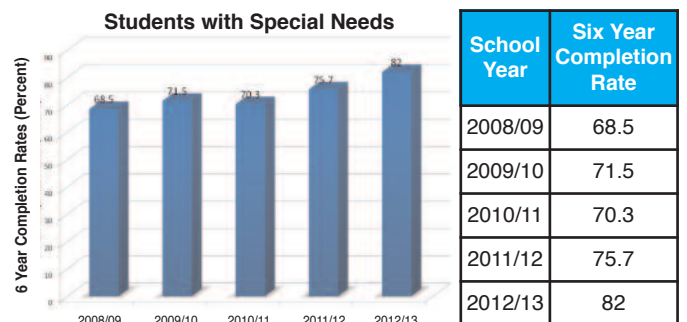
Male Students - School District 43 Coquitlam leads the Metro Vancouver region and is second in the province in 6-Year Completion Rates for Male Students. These results are encouraging as we continue to strive to narrow the gender gap in student achievement.



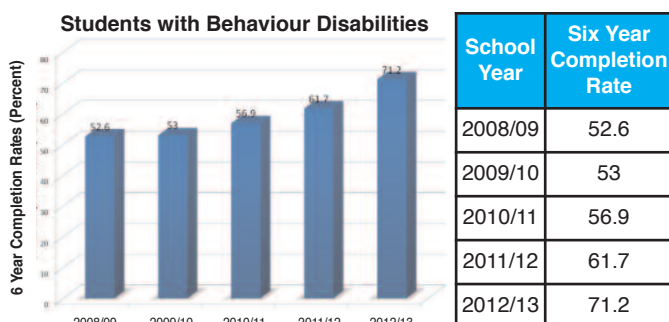
Aboriginal Students - School District 43 Coquitlam leads the province in 6-Year Completion Rates. These results are more than thirty (30%) percentage points above the provincial average.



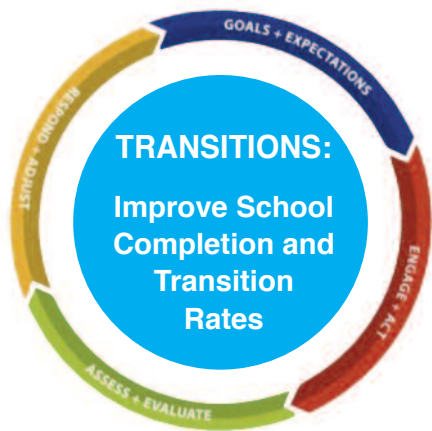
English Language Learners - These results represent a modest increase over last school year.



Students with Special Needs - The third highest 6-Year Completion Rate in the province, these results represent a significant increase over last school year. 82% is more than 23% above the provincial average.



Students with Behaviour Disabilities - These results represent a steady improvement in serving this group of students. It is almost 10% higher than last school year. For students who require Intensive Behaviour Interventions or those who have Severe Mental Illness, School District 43 Coquitlam has a 6-Year Completion Rate that exceeds the provincial average by more than thirty (30%) percentage points.



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 TRANSITION RATES

The six-year Dogwood completion rate is now 93.4% 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 rigor 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 risk populations including: EAL 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 EAL have been researched as a specific population and the EAL Student Services Coordinator and EAL 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 8-10 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 of students with Behaviour Challenges (Category Hand 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.

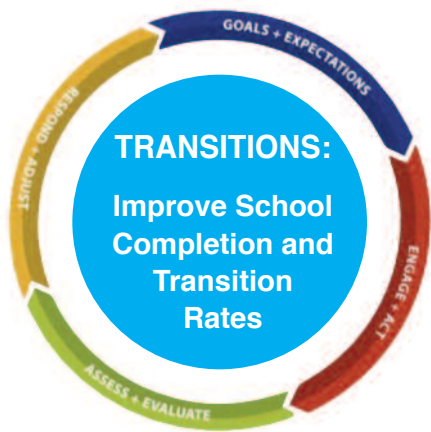
TARGET - Increase to 95% of students with behaviour challenges completing their Dogwood in six years by 2015

STATEMENT OF PROGRESS: Met for Grade 8 to 9 transitions but otherwise 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".





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>Secondary Success Graduation Initiative</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 CHANCES</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>
<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>DEL F (Diplome d'etudes de langue franyaise)</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</p> <p>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>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</p> <p>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 modeling 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>Board Authority Authorized Courses</p>	<p>Full implementation of Board Authority Authorized courses supporting District Academies, student and educator talents and passions and student learning needs</p>

1.0 FTE Trades and Transitions Coordinator	Working across all levels of the system to facilitate career and transition experiences for all SD43 students from elementary to post-secondary
1.0 FTE Secondary School Apprenticeship (SSA) Learning Support Teacher	Continuation of a seconded teacher for a 5th year to promote SSA within each school as well as to find apprenticeship jobs for the students
Career Development Network Secondary administrators and Assistant Superintendent	Investigate career development in its current context. Initiate career program review and investigation in preparation for possible future opportunities - ACE-IT and SSA opportunities
Apprenticeship Advisory Network Three meetings throughout the year	The network includes representatives from post-secondary and employers from the construction, transportation and the hospitality and food industries
Career Development Focus Group Each school will be represented by an administrator, counselor, transition coordinator, and career resource facilitator	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
District and School-Based Apprenticeship Program Hairdressing, Electrical, Cabinetry, Culinary Arts, Automotive, Baking, Steel Fabrication, Plumbing, Carpentry, Painter	Employment training and credentialing that brings relevance to the secondary school experience for a diverse student population
Graduation Credits available to Grade 9 students Leadership, Information Technology, Journalism, etc.	Grade 9/10 Board Authorized courses available to students wishing a clearer career pathway upon transitioning from middle to secondary school
Grade 10 Transition to Trades	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
my43 An electronic platform that continues to improve the efficiencies of our business practices and the effectiveness of our teaching and learning strategies	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
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	CABE uses individualized, self-paced instructional programs in the core subjects and an expanding selection of elective opportunities to help students pursue graduation. It provides 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

Goal Oriented Alternative Learning (GOAL)	GOAL is an alternative educational program jointly offered by the District and MCFD
CIL (Coquitlam Individualized Learning) 10/12	A new alternative program for secondary students seeking a more personalized setting, structure and pacing. Many students in the program are coping with Anxiety and struggle with school attendance.
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 Staffing - 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 2013-2014: Communication	A district design team made up of district stakeholders engaged in an inquiry-based process to further define “Learning Without Boundaries” for the district. The Board of Education has endorsed the planning document for Learning Without Boundaries

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

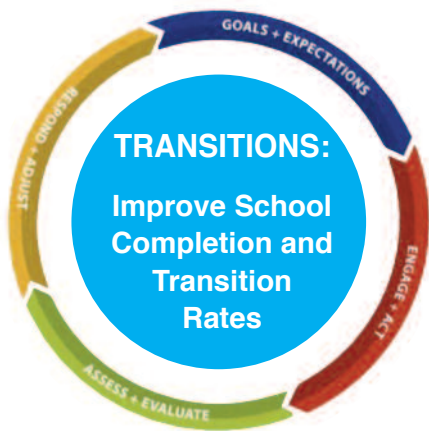
- Work Experience 12A and Work Experience 12B at all secondary schools.
- ACE-IT Programs in Culinary Arts at Riverside, Gleneagle, and Centennial; Carpentry at Terry Fox; Hairdressing at Gleneagle; Automotive at Centennial; Electrical at Dr. Charles Best and Joinery at Dr. Charles Best and Riverside; 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 and added agreements in Classroom and Community Support Program and ENC and ECE Programs.
- 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, Bobcat and Occupational First Aid.
- 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 Six

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>Customized Learning Centre</p>	<p>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</p>
<p>Tri-City SOAR</p>	<p>After meeting with an academic advisor or administrator, non-graduated school aged 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</p>
<p>LIF Staffing - quality teaching in inclusive classrooms</p>	<p>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</p>
<p>2 Community Hub Schools</p>	<p>Through Community Link funding, two 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</p>
<p>1.0 FTE Community Connections/ Healthy Living Coordinator (K-12)</p>	<p>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:</p> <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
<p>2.0 FTE Community Link Learning Support Teachers (Grades 4-8)</p>	<p>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:</p> <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

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
12/13	98	98	97	94
11/12	98	97	97	92
10/11	98	98	96	94
9/10	98	98	97	91
8/9	97	97	96	91
7/8	97	97	95	90
6/7	90	97	95	90
5/6	97	96	95	92

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

Year	Percent
12/13	93
11/12	90
10/11	91
9/10	89
8/9	90
7/8	88
6/7	89
5/6	89
4/5	88
3/4	86

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

	F	M
12/13	96	92
11/12	92	88
10/11	92	90
9/10	91	86
8/9	93	88
7/8	91	86
6/7	92	86
5/6	1	87

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
12/13	98	97	97	94
11/12	96	95	93	88
10/11	95	93	88	87
9/10	98	98	94	77
8/9	96	95	93	76
7/8	97	95	78	74
6/7	90	94	84	86
5/6	97	93	79	84

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

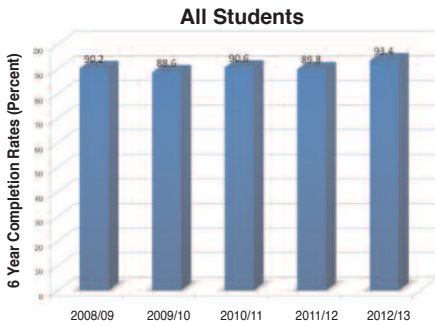
Year	Percent
12/13	90
11/12	70
10/11	63
9/10	64
8/9	71
7/8	64
6/7	60
5/6	65
4/5	63

OBJECTIVE 3.3: TRANSITION RATES: Students with behaviour challenges - improve grade-to-grade transition rates of students with Behaviour Challenges (Category Hand 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
12/13				
11/12	97		88	
10/11	100		77	
9/10	88		84	
8/9	100		79	
7/8	98	90	69	57
6/7	88	86	67	44
5/6	90	88	68	54

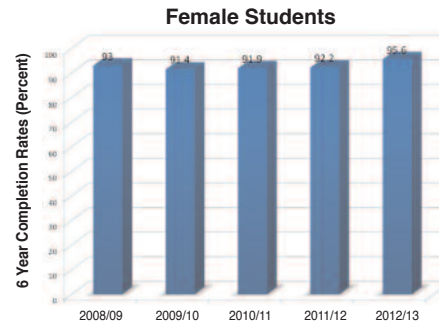
**SIX-YEAR
DOGWOOD
COMPLETION
RATES**
*Students with
Behaviour
Challenges*

Year	Percent
12/13	71
11/12	62
10/11	57
9/10	53
8/9	53
7/8	43
6/7	45
5/6	40
4/5	37



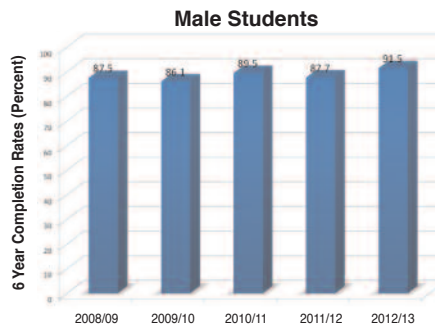
School Year	Six Year Completion Rate
2008/09	90.2
2009/10	88.6
2010/11	90.6
2011/12	89.8
2012/13	93.4

All Students - School District 43 Coquitlam leads the Metro Vancouver region and is second in the province in 6 Year Completion Rates for All Students.



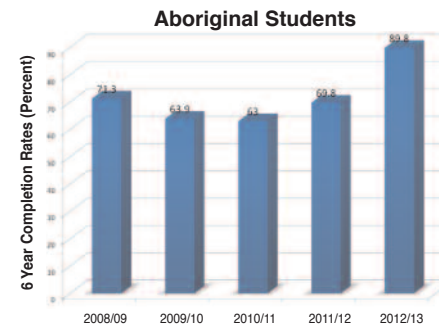
School Year	Six Year Completion Rate
2008/09	93
2009/10	91.4
2010/11	91.9
2011/12	92.2
2012/13	95.6

Female Students - These results represent a significant increase over last school year and are the highest among Metro Vancouver School Districts.



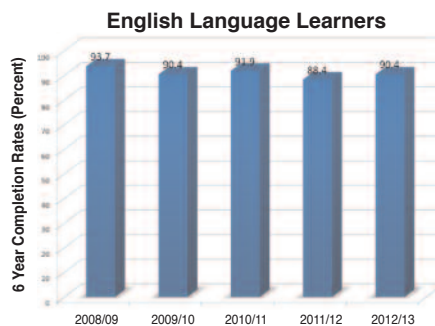
School Year	Six Year Completion Rate
2008/09	87.5
2009/10	86.1
2010/11	89.5
2011/12	87.7
2012/13	91.5

Male Students - School District 43 Coquitlam leads the Metro Vancouver region and is second in the province in 6-Year Completion Rates for Male Students. These results are encouraging as we continue to strive to narrow the gender gap in student achievement.



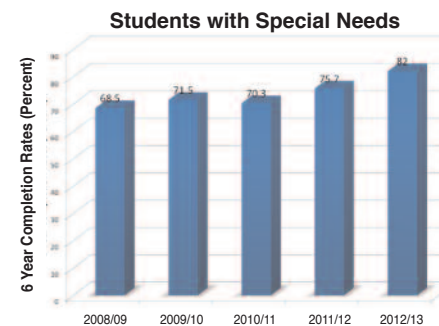
School Year	Six Year Completion Rate
2008/09	71.3
2009/10	63.9
2010/11	63
2011/12	69.8
2012/13	89.8

Aboriginal Students - School District 43 Coquitlam leads the province in 6-Year Completion Rates. These results are more than thirty (30%) percentage points above the provincial average.



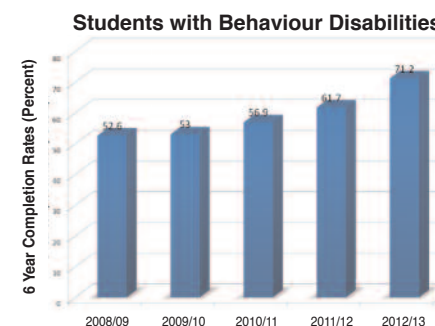
School Year	Six Year Completion Rate
2008/09	93.7
2009/10	90.4
2010/11	91.9
2011/12	88.4
2012/13	90.4

English Language Learners - These results represent a modest increase over last school year.



School Year	Six Year Completion Rate
2008/09	68.5
2009/10	71.5
2010/11	70.3
2011/12	75.7
2012/13	82

Students with Special Needs - The third highest 6-Year Completion Rate in the province, these results represent a significant increase over last school year. 82% is more than 23% above the provincial average.



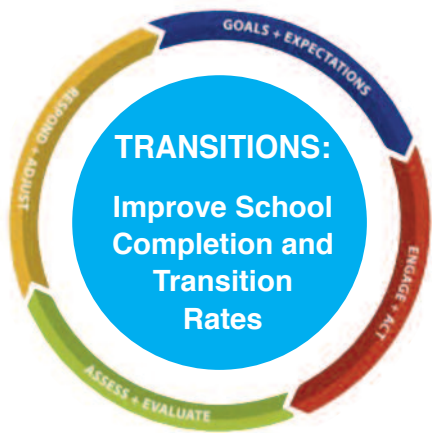
School Year	Six Year Completion Rate
2008/09	52.6
2009/10	53
2010/11	56.9
2011/12	61.7
2012/13	71.2

Students with Behaviour Disabilities - These results represent a steady improvement in serving this group of students. It is almost 10% higher than last school year. For students who require Intensive Behaviour Interventions or those who have Severe Mental Illness, School District 43 Coquitlam has a 6-Year Completion Rate that exceeds the provincial average by more than thirty (30%) percentage points.

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>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>Career Facilitators</p>	<p>Support students at risk in establishing workplace experiences and gaining transition skills and education</p>
<p>LIF Staffing - quality teaching in inclusive classrooms</p>	<p>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</p>
<p>Coquitlam Alternate Basic Education (CABE) CABE allows students to remain within its smaller learning environment through Grade 12</p>	<p>CABE uses individualized, self-paced instructional programs in the core subjects and an expanding selection of elective opportunities to help students pursue graduation</p>
<p>Goal Oriented Alternative Learning (GOAL)</p>	<p>GOAL is an alternative educational program jointly offered by the District and MCFD</p>





Continuing Actions

Actions

Safe, Caring Learning Communities Framework



- .0 FTE Trades and Transitions Coordinator
- 1.0 FTE Secondary School Apprenticeship (SSA) Learning Support Teacher
- 2.0 FTE Community Link Learning Support Teachers (Grade 4-8)
- In District Challenge Process
- DELFI (Diplome d'études de langue française) Coquitlam Open Learning
- TALONS Program for Gifted Learners
- EPIC (Elite Performers in Coquitlam) Program
- Secondary Success Graduation Initiative
- Board Authority Authorized Courses
- Career Development Network
- Apprenticeship Advisory Network
- Career Development Focus Group
- District and School-Based Apprenticeship Program
- Graduation Credits available to Grade 9 students
- Grade 10 Transition to Trades
- Coquitlam Alternate Basic Education (CABE) Inquiry Hub
- Student Leadership Council
- Customized Learning Centre
- 2 Community Hub Schools
- Learning Without Boundaries
- LIF Staffing
- Tri-Cities Soar
- ELSA Youth Class (ELSA Level 2 &3)
- Welcome Class
- CIL 10/11
- Adjudication Procedures Information
- Case Management
- Student Achievement District Advisory Committee
- Career Facilitators
- Goal Oriented Alternate Learning (GOAL)

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.

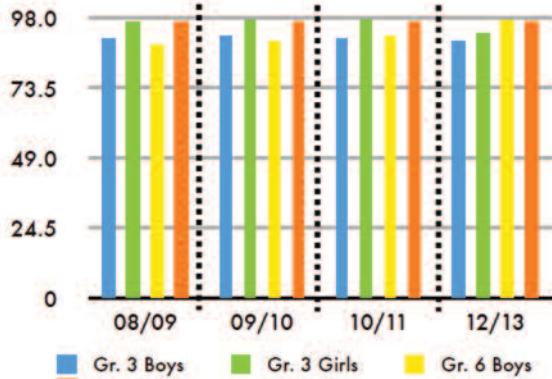
STATEMENT OF PROGRESS: Not met. This population of students continues to be the focus of ongoing research and inquiry across all secondary sites as part of our Secondary Success Graduation Initiative project.

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

Not available for 2013 - 2014

Indicators/Evidence

Teacher Observations

Classroom Assessment Based on Teacher Judgement





GOAL 4: Social Responsibility		28 schools with 28 goals
Elementary	27	
Middle	8	
Secondary	5	
District	40	

RATIONALE: WHY DID WE CHOOSE THIS GOAL?

Action Plans for Learning

28 schools have goals in the area of social responsibility (17 elementary, 6 middle, 5 secondary) as of mid-June 2014.

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.





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

1.0 FTE Safe School Focus K-12 Coordinator	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
Learning Teams: Restorative Approaches	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
Learning Teams: Social and Emotional Learning	Support social-emotional 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
Safe, Caring Learning Communities Framework	The framework identifies five core beliefs and guiding principles to create a safe, caring learning community. It brings coherence to the resources, programs, networks, structures and strategies that exist throughout the District
Safe Schools Task Force and Safe Schools Advisory Committee	The task force continues to develop the implementation plans and resources to put the Safe, Caring Learning Communities framework into place. The task force works on behalf of the Advisory Committee which is made up partner group representatives who keep their membership informed
Social Responsibility Performance Standards	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
Lower Mainland Social Responsibility Network	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
Restorative Conferences Consultation Partnership with C.E.R.A. (Communities Embracing Restorative Action)	Promote and support a partnership with C.E.R.A. and middle 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 deemed suitable for this approach
(SRCLE) Socially Responsible Collaborative Learning Environments	Continue the partnership with UBC staff in the design and implementation of the SD43 Social Responsibility vision/plan and continue the partnership with SFU focusing on restorative approaches
E.R.A.S.E. Ministry mandate	Continue to implement strategies and training for Threat Assessment and Anti-Bullying initiatives

MindUP (The Hawn Foundation) Training Workshops and Touchback Support Three times a year and a touchback support session	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
Lower Mainland Child Abuse Prevention Committee	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
Student Leadership Council	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
School Planning Council meetings	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
Proactive school level behaviour support systems	Design and implement alternatives to formal suspensions at the school level, supported by Itinerant Behaviour Teams
Threat assessment training	Continue to support schools in implementing effective threat assessment processes
FRIENDS Program (Grade 4/5, 7/8)	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
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 Beyond the Hurt for up to four secondary school youth leadership teams. Beyond the Hurt trains secondary school youth to facilitate an anti-bullying program aimed at bullying and harassment prevention among children and youth in Grade 6 and 7
International Institute for Restorative Practices (IIRP) Training	Supported training in an introduction to a restorative approaches that provide a framework for administrators and teachers to “create conditions for students to fix their mistakes and return to the school community strengthened” (Diane Gossen)
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

LIF Staffing - 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
Roots of Empathy	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
Rights Respecting Schools Partnership with UNICEF; one initiative currently at an elementary school; expanding to one middle school	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
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
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
MDI (Middle Years Development Instrument) District support Survey done in partnership with UBC	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
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	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
Safe Schools Contact Meetings	Continue to participate in this Lower Mainland network where districts share in information, protocols and best practice regarding student safety and belonging



ASSESS + EVALUATE

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

Middle-Years Development Instrument

The Middle Years Development Instrument (MDI) is a population health survey for children between 6-12 years of age. The survey was developed and rigorously tested by researchers from UBC working through the Human Early Learning Partnership (HELP).

The MDI asks children to report on five dimensions that are critical components of development. These dimensions are strongly linked to well-being, health, academic achievement, and success throughout the school years and in later life.

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

CLASSROOM ASSESSMENTS (April 20 13)
Grade 3 and Grade 6 Solving Problems in Peaceful Ways

Percentage of students meeting or exceeding

Gr. 3 n = 1409 (67% part.); Aboriginal = 46

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

	Gr 3	Gr 6
All	94	95
Boys	90	93
Girls	98	97
Aboriginal	89	92

MIDDLE YEARS DEVELOPMENT INSTRUMENT
(Grade 4 Index 2012/13)

n = 1774 (86% part.)

	2012-13 MD14
Thriving	52
Medium-to-High	21
Low	27

MIDDLE YEARS DEVELOPMENT INSTRUMENT
(Grade 4 and 7 Linked Cohort)

MD14: n = 1921 (88% part.)

MD17: n = 2032 (83% part.)

	2012-13 MD14	2013-14 MD17
Thriving	52	45
Medium-to-High	21	27
Low	27	28





Actions

1.0 FTE Safe Schools Focus K-12 Coordinator

E.R.A.S.E. - Ministry mandate

Safe Schools Task Force

Safe, Caring Learning Communities Framework

Safe Schools Advisory Committee



ERASE level 1 and 2 training
 Learning Teams: Restorative Approaches
 Restorative Conferences Consultation
 Learning Teams: Social-Emotional Learning (SCRLE) Socially Responsible Collaborative Learning Environments
 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
 Proactive school level behaviour support systems
 Violence/Risk Threat Assessment training
 FRIENDS Program (Grade 4/5, 7/8)
 GO girls! (Partnership with Big Sisters of the Lower Mainland)
 AARF! (Animal Ambassadors for Reading Fun)
 We Day
 Beyond the Hurt Bullying Prevention program
 R.U.L.E.R.
 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)
 Transition and articulation plans
 Safe Schools Contact Meetings
 Lower Mainland Social Responsibility Network
 Social Responsibility Performance Standards
 LIF Staffing

RESPOND + ADJUST

Continuing Actions

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.*

