

SCHOOL DISTRICT 36 (SURREY)

ACHIEVEMENT CONTRACT

JULY 15, 2011



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ACHIEVEMENT CONTRACT

JULY 15, 2011

School District 36 (Surrey) offers its community a rich diversity of learning experiences, enabling our students to excel in many ways. The district values and believes in a well-rounded education for all students. In addition to academic programs, students have many opportunities to develop skills in visual and performing arts, technology, physical education and athletics, the study of language and culture, and school programs and activities that promote leadership and social responsibility.

The performance targets outlined in the district's Achievement Contract are based on data provided by the Ministry of Education and on assessments connected to initiatives focused on improving student achievement in specific areas. Performance targets support the district's goals for Literacy, Numeracy and the Six year completion rate. The district is investigating ways to broaden the indicators of student achievement to include both stated goals and our priority practices.

CONTEXT – FEATURES OF THE SCHOOL DISTRICT

Surrey School District is the largest in British Columbia, and one of the fastest growing education systems in Canada. The student population in Surrey and White Rock was 72,278 students (67,470 FTE), of which 68,970 were school-aged and 3,308 were adult as of September 30, 2010. Students attend one of 100 elementary schools, 19 secondary schools or 5 learning centres, a distributed learning program, and a variety of satellite and inter-agency programs serving a wide range of particular student needs. The 2010/11 enrolment represents an increase of more than 3,169 students over the previous year. Over 48% of students attending school in the district are from households in which English is the second language. More than 15,000 students fall within the 5-year cap for the provision of ESL service. The district is divided into a number of areas distinguished by major socio-economic differences. In 2010, more than 4,600 students (6.6%) came from families on income assistance or are children in care. At the school level, this ranges from 0% to 28% of the student population. Average family incomes by school range across the district from a low of \$43,575 to a high of \$162,385 (Census 2006). As of September 30, 2010, there were more than 3,042 funded and 3,833 unfunded students with special needs in the district. The six percent growth in students with special needs was almost 2% above the district growth in enrolment. As of September 30, 2010, there were more than 3,300 Aboriginal students, representing 4.7% of the total district enrolment.

Surrey School District offers a variety of programs of choice, providing unique learning experiences for students. Programs of choice in the district include Integrated Studies, Montessori, Traditional School, Intensive Fine Arts, International Baccalaureate, French Immersion, Intensive Core French (grades 5-6), Elementary Punjabi, 5 different languages at the secondary level, a wide range of Apprenticeship and Career Programs, and a variety of programs offered in partnership with Kwantlen Polytechnic University, Vancouver Community College, and the British Columbia Institute of Technology.

Other district information includes:

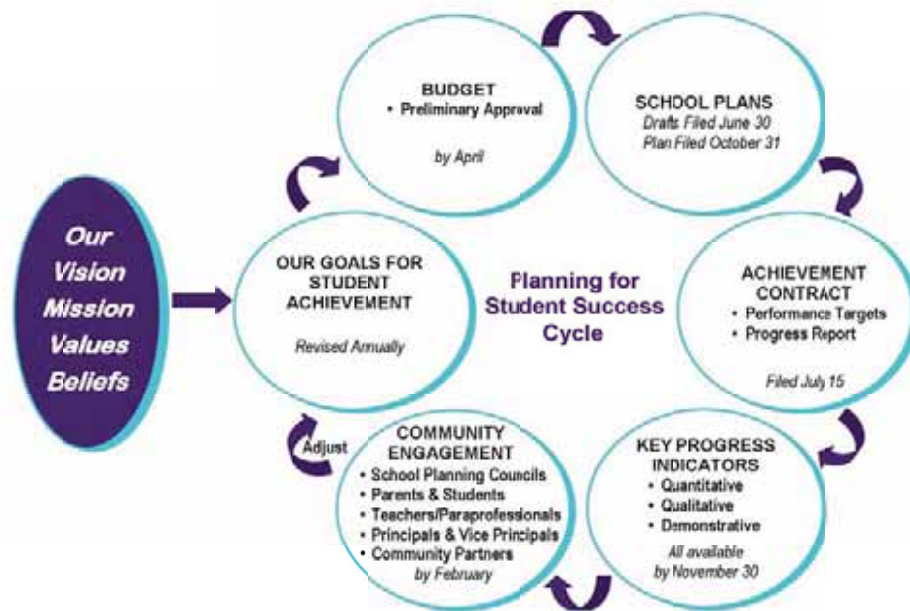
- 42 students were enrolled in Apprenticeship programs as of May 2010/11.
- 240 students were enrolled in Career Technical Centre Programs for the year 2010/11.
- 3,621 students completed Full Credit summer school courses in 2010.

- 1,111 students completed Remedial summer school in 2010.
- 596 students participated in the Grade 7/8 summer Transitions Program
- 2,610 students participated in a work experience placement during 2010/11.
- 3,436 students participated in Summer Learning Programs for grades 1-7.
- 663 students (551 FTE) international students were enrolled for 2010/11.
- Surrey School District enrolment has grown by more than 10,000 students or 16% in the past 10 years.
- Over the course of the year, from July to July, 9,800 students registered for at least one course with Surrey Connect Distributed Learning program. The school enrolment was 1200 FTE in 2010/11.
- Student enrolment in Distributed Learning programs/courses continues to increase. From July 1, 2010 to June 30, 2011 approximately 10,000 students registered for at least one DL course with Surrey Connect. The overall completion rate was 55% and the overall success rate was 44% (July 1st, 2010 to March 31, 2011).
- 4,532 (1,175 FTE) students registered in Adult Continuing Education programs, enrolling in over 10,000 courses in 2009/10.
- 1,166 students enrolled in over 6,000 non credit courses in 2009/10.
- Just over 900 adult students participated in 11 Certificate, 6 Diploma program, and 2 short courses at Surrey College. The college is in its eighth year of operation.
- Surrey School District's operating budget for the 2010/11 school year was \$575 million.
- District & School Connections – community engagement

The Surrey School District has a comprehensive process for developing its student achievement goals and planning for improvement, beginning with an analysis of student achievement, survey, and demographic data, as well as an extensive series of community engagement activities. It concludes with the filing of the District's Achievement Contract with the Ministry of Education. This cyclical process attempts to reconcile Ministry reporting deadlines, the release of achievement data by the Ministry of Education, the availability of district data, the calendar year, the school year, budget cycles, school planning process timelines, and student program planning. In early 2009, the district engaged in a process of reshaping and recasting its vision for student learning. The process, involving students, teachers, parents, and administration and community members identified seven key areas for the district to focus its attention as follows:

- Providing quality education
- Developing socially responsible citizens
- Supporting our Aboriginal learners
- Preparing our graduates for the future
- Helping parents support their child's learning
- Promoting broader community involvement
- Supporting professional learning

For reference purposes, the complete vision document has been appended to the Achievement Contract (Appendix A). The vision forms the basis for establishing annual board goals as illustrated by our “Planning for Student Success Cycle” which follows:



Board Goals are established, affirmed, or changed annually, following analysis of student achievement and survey data and input resulting from various community engagement activities. These activities include but are not limited to:

- Regional meetings with parent representatives from School Planning Councils (SPC) and Parent Advisory Councils (PAC).
- Student forums.
- Liaison meetings between the Board of Education and representatives from the District Parent Advisory Council (DPAC), employee groups, community groups, the RCMP and the business community.

The main purpose of these activities is to seek advice on educational issues affecting Surrey students and to elicit responses to the data that has been collected, analyzed, and presented. Input from these activities helps the Board in its decisions to affirm or alter existing goals, or to adopt new ones. District goals attend to improving student achievement and increasing system responsiveness.

The process for preparing the district budget concludes after goals have been established for the coming year. Resource allocations in support of the goals are considered during budget deliberations.

CONNECTIONS WITH OTHER KEY DOCUMENTS

- The district's Achievement Contract is based on district goals and approved budgets. It outlines the programs and services that will be provided to assist school communities in achieving their goals as outlined in school plans.
- The process for developing school plans includes consideration of school, district, and Ministry data, and district goals for improving student achievement. Plans are reviewed by senior administration and are approved after any suggested revisions have been made.
- The district's Achievement Contract incorporates those District Goals that have found frequent expression in the goals for improving student achievement identified in school plans (Appendix A).
- The Planning for Student Success cycle is at least a three-year process that moves from data analysis – to community engagement – to goals – to strategies – to implementation – and back to analysis of results.
- The goal of advancing literacy achievement and academic success for all Aboriginal students is clearly outlined in the Aboriginal Enhancement Agreement (Appendix B). The District Achievement Contract outlines specific strategies and structures to reach the goal of success for all Aboriginal learners. In addition, the District and Community Literacy Plan (Appendix C) clearly emphasizes the combined commitment of the school district and the community to support our Aboriginal learners from the very youngest, youth, and young adults to adults.
- The District Literacy Plan fully embraces all of the initiatives that support the District's literacy goal as outlined in the Achievement Contract. The Literacy Plan goes further in describing the relationships that have been established with community partners in support of the District's literacy initiatives (Appendix D).
- Early Learning Programs (Parents as Literacy Supports, Welcome to Kindergarten, SPARK, Play/Connect/Learn, StrongStart, Ready, Set, Learn) have been strategically located in neighbourhoods with significant numbers of vulnerable children with a view to enhancing learning readiness and literacy foundations. These initiatives support the District's goal to improve literacy as outlined in the Achievement Contract.

DISTRICT REVIEW – RESPONSE TO THE RECOMMENDATIONS

Surrey School District engaged in the District Review process in April of 2007. The District continues to build on the strengths cited in the review and also addresses the recommendations contained therein. The District's ongoing response to the recommendations is outlined below.

Setting Directions

Initiate and build on efforts to implement clear expectations for continuous improvement in each school.

- In 2010/11, Education Services initiated a restructuring process that includes the development of guiding principles and a framework for service focusing on the schoolhouse. Through collaborative inquiry and the lenses of differentiated instruction and assessment, now declared as district priority practices, as well as the primary goal areas of Literacy, Numeracy and Social/Emotional learning, integrated teams are in the early stages of developing shared understandings and aligned services. The framework is supported by Universal Design for Learning (UDL) and Understanding by Design (UbD) as conceptual and planning foundations (Appendix E).

- Assistant Superintendents are focusing on ensuring that school plans are less of a compliance exercise and more of a meaningful catalyst for positive change. Clear links are being established between effective practice and school goals. Professional learning that supports school goals is an integral part of the plan.

Organizing for Improvement

Initiate or build on efforts to ensure that each school has strategies in place to support continuous improvement for all students.

- A variety of new structures have been introduced to strategically enhance alignment and coherence of district goals and priority practices. These include regular service provider meetings (64 district staff responsible for education services to schools), expansion of the senior Leadership Team, a reshaping of Education Service meetings and norms, and the development of integrated Focus and Area Teams.
- The District is reviewing its key indicators of student learning to align with stated goals and priority practices and developing structures for timely, school-based interventions that inform action taken in response to the needs of specific individual/groups of students.
- Through the coordination of the integrated Focus Teams, the District is focusing on building teacher capacity to provide differentiated instruction and authentic assessment/evaluation practices by aligning in-service, action research, mentoring, networking and school-based professional learning opportunities.
- Assistant Superintendents are engaging each school in discussions about their plans for supporting all students and identifying strategies to address the specific and unique needs of students through the Universal Design for Learning framework.

Support schools in meeting the needs of Aboriginal students and those of the increasing numbers of new Canadians especially in the early years.

- A third party review of Aboriginal Education services was undertaken in the fall of 2007, with a view to identifying promising practices and establishing guidelines for quality programs and services at the school and District level. This report continues to guide our work as we align services to better support the Aboriginal learners.
- Discussions between key secondary school personnel, the District Principal, Aboriginal Education, and the Assistant Superintendents have taken place to identify best practices for meeting the needs of Aboriginal students and ensuring that these practices are implemented district wide. Fifteen secondary schools now have 0.25 FTE Teacher Advocates with established teams that monitor Aboriginal students. More work needs to be done in aligning the goals in the Aboriginal Enhancement Agreement with school plans.
- A rubric has been developed to assist schools/teachers with opportunities to reflect on Aboriginal Enhancement Agreement Goals.
- The District's English Language Learner Welcome Centre provides holistic assessment of new English Language Learners entering the Surrey School District. The Welcome Centre acts as a settlement and multicultural hub connecting immigrant families to community supports. An immigrant youth enhancement project began in September 2010, and will continue to be developed

in the 2011/12 school year. To date, over 19,000 individuals have been supported via the Welcome Centre.

- Community-Schools Partnership provides support to vulnerable children and families. Initiatives are reaching out to communities of need and building strong links and connections with families. The focus is on supporting children in being ready, able and motivated to learn, extended and enriched learning opportunities and experiences, and connecting parents and school staff to community resources, services and supports. Five community school hubs are in operation serving the entire school district with targeted service to 25 schools.
- StrongStart Centres were opened in two schools during 2007/2008, with eight more added in 2008/09 and ten more in 2009/10. Twenty-one are operational in 2010/11, with two more being added to the complement of StrongStart centres in 2011/12.

Strengthen the English as a Second Language (ESL) / English as Second Dialect (ESD) programs.

- The District continues to align practice in relation to core Ministry documents and District standards for ESL/ESD programs and services.
- In-service training for Learner Support Team (LST) teachers and classroom teachers as well as principals and vice principals continues to be a high priority. The district has been focused on developing the Sheltered Instruction Observation Protocol (SIOP) method to facilitate high quality instruction for English Language Learners in content area teaching.
- The District has committed to English as a Second Dialect (ESD) support for Aboriginal learners and maintains a significant focus on this dimension of English Language Learner supports.
- The District has developed a standardized placement assessment tool that aids in program decisions and consultative support for ESL/ESD students.
- The District has developed, in partnership with the Ministry of Education, formative assessment frameworks/rubrics for ESL/ESD learners to enable classroom instruction and language acquisition.
- Settlement Workers work with new immigrant groups to assist in their introduction to Canada and to deal with issues that will support their learning.
- Education Services staff are working closely with Guildford Park and Queen Elizabeth Secondary Schools to support high risk immigrant youth. This includes looking at wrap around support, based on shared planning with the school and district.

Initiate or build on efforts begun to strengthen programs (Learner Support Teams, programs for the gifted, international students)

- Program standards for Learner Support Teams and school based teams have been developed and implemented with a view to providing coherent, quality service to students with learning challenges. Area District support teams are assisting schools in their improvement efforts.
- A LST Handbook of Guidelines and Procedures has been adopted and is used by principals and vice principals, helping teachers, and support teachers to provide a more coherent support service for students requiring focused instructional support.
- In partnership with SFU, we have developed a Diverse Learners Diploma focused on building teacher expertise in the area of Low incidence/Highly complex students. The program will commence August 2011.

- Education Services is committed to program reviews in Social Development and Connections and Gifted Education for the 2011/12 school year.

Develop strategies and structures to share the strong practices that occur in many locations throughout the district

- 17 Learning Design project schools focused on innovative practice have committed, as lighthouse schools, to share their learning and success with other schools and the system.
- Action Research touch back sessions promote teacher inquiry and collaborative practice. Reports are published on-line in the Leadership for Learning Journal.
- The Leadership Development Program provides for extensive sharing of school improvement projects.
- The District has undertaken joint initiatives with the Surrey Teachers' Association around quality professional development and mentoring for new teachers.
- Networks centered around families of schools and key goals and key initiatives are in the early stages of development.

Building Learning Communities

Initiate or build on efforts to increase meaningful parental involvement

- A closer working relationship has developed with the District Parent Advisory Council to enable increased meaningful parent involvement.
- School Planning Council (SPC) parent sessions continue to be offered aimed at clarifying the role of SPCs and supporting their development and operation.
- Increased parent involvement has become a key component of District literacy and numeracy initiatives and an increasing number of schools have made this a priority. The focus has been on building parent capacity to support their children in their learning. Examples include Parents As Literacy Supporters (PALS), and Family Math.
- Aboriginal PALS sessions have been held at Kekinow Housing Complexes through a partnership with the Kekinow Native Housing Society and external funding. As outlined in the Aboriginal Enhancement Agreement, more work needs to be done to connect Aboriginal parents/guardians with their local school.

Embrace cultural and linguistic diversity as an attribute that defines our community

- Numerous school-based events and activities are undertaken by schools to promote cross-cultural understanding and harmony and to encourage greater involvement by parents of diverse ethnic and cultural backgrounds.
- Settlement Workers and Multicultural Workers provide over 600 school/community, and/or settlement related workshops in a calendar year.
- Numerous school based events and activities are undertaken annually to honour and acknowledge the people and traditional territory as well as the teachings of the land of the Katzie First Nation, Semiahmoo First Nation, and other Aboriginal cultural groups.

- The Welcome Centre acts as a community-wide resource for building multicultural awareness as well as supporting the ethnic identity of community members. Over 19,000 persons have received support since the Centre opened in September 2008.
- The District works with community partners such as DiverseCity, Options, and PICS on a number of partnerships that culminate in an annual Welcome Fair highlighting the shared work of promoting and supporting a multicultural and pluralistic community.

Build communication networks to ensure that parents, staff, and students understand the focus and directions in the district

- **Consultation:** Regional forums for School Planning Councils and Parent Advisory Council parents take place annually. Liaison meetings with employee groups, student representatives, community partners, and DPAC take place once or more each year. The outcomes of these meetings help to guide the Board in its budget development and goal setting. In fall 2010, a series of forums sought the input and advice of the parent community regarding long-term priorities for budget development and physical capacity.
- **Information:** The district website provides extensive, up-to-date information regarding Board of Education goals, values and objectives. Student planners include annually updated district reference pages that include district focus and direction. In addition, the parent publication EdCom is distributed district-wide four times each school year and district developments are regularly reported on the district website and through news releases and parent newsletter inserts.
- **Training Opportunities:** Three School Planning Council training sessions occur annually.
- The District has committed senior staff attention to working with DPAC to build capacity and strengthen the home-school partnership.
- The District undertook a process to affirm, refresh and reshape its vision for its schools during January – March 2009, involving parents, students, staff, and other community members.

Personalized Learning

Learning Design Projects

The Surrey School District has developed guiding principles for instructional design based on the understanding that, while social and academic engagement is imperative to student success, we need to “achieve the more ambitious goal of promoting deep cognitive engagement that results in learning.” (National Research Council, cited in Dunleavy and Milton, 2008).

The foundational elements of this learning design are:

- Learning tasks are authentic, relevant and cross-curricular
- Assessment is ongoing, performance-based, equitable and guides instruction
- Constructivist instructional models engage students in inquiry
- Diverse learning needs are met with differentiated content, process and product
- Collaborative learning opportunities are incorporated into both physical and virtual spaces
- Creative and critical thinking skills are pervasive across all curricular areas
- Students are able to influence and actively participate in shaping their learning

- Technology is purposefully integrated as a learning tool.

In order to promote, support and showcase innovative practice according to the above principles, the district has committed substantial resources for a two-year project (2011-2013) involving 10 secondary schools, 6 elementary schools and 1 learning centre. The project has two strands, a Digital Integration Focus (elementary and secondary) and a Learning Design focus (secondary). Applications were assessed on pedagogical design, the action plan and connections to existing work at the school. The various criteria include commitment of a substantive school team to collaborative inquiry, involvement in ongoing professional learning, commitment to the district evaluation process, willingness to become a lighthouse for other schools and the support of the school PAC. Initial data will be reflected in the 2012/13 District Achievement Contract

GOAL 1: IMPROVE LITERACY – KINDERGARTEN TO GRADE 12

Literacy remains a priority for the District and in particular, support for Aboriginal and ESL students. In recent years the percentage of students meeting or exceeding expectations on the grade 4 and 7 Foundation Skills Assessment has been within 2 - 3% of the province. However, the results for Aboriginal and ESL students are significantly below the overall provincial and District results. It is noted that there has been a consistently higher rate of participation for our ESL, Special Education, and Aboriginal students in comparison to the province. The enrolment of ESL students within the District continues to increase.

During the past five years, Kindergarten initial assessments of phonemic awareness (ELPATS) administered in January, indicate that 30% or more of Kindergarten students experience difficulty in the acquisition of phonemic awareness skills. Through instructional interventions and additional support, the number of Kindergarten students who continue to experience difficulty in the acquisition of phonemic awareness skills is significantly reduced by May/June. Many of our elementary and secondary schools continue to focus on the improvement of reading comprehension, particularly in the area of informational text and reading in the content areas.

In this document, the objectives previously set separately for Aboriginal students have been integrated with those for all students and other subgroups in order to reflect the support for success of Aboriginal learners that is set out in the Enhancement Agreement.

Objective 1.1: Improve Acquisition of Phonological Skills (Kindergarten) for all learners.

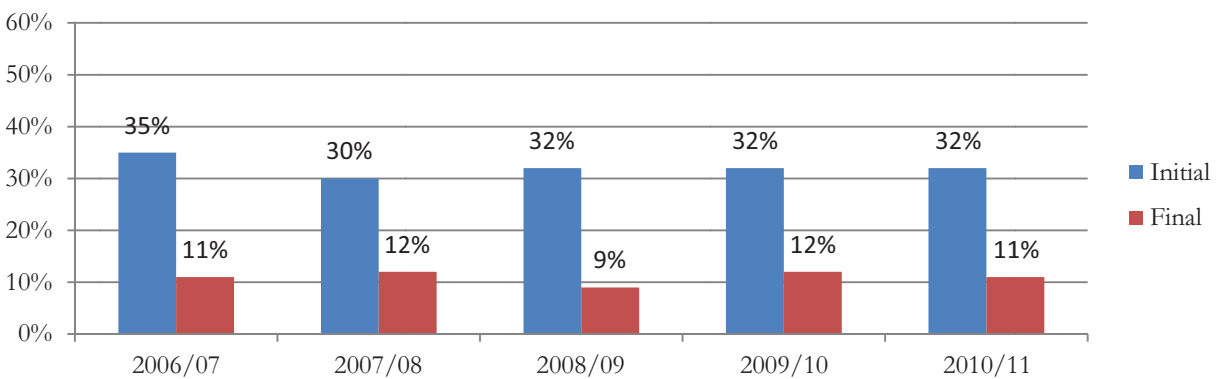
The ability to recognize the sounds that make up spoken language (phonological awareness) is essential to reading development. The acquisition of phonemic awareness is highly predictive of success in learning to read.

Performance target:

- Reduce the percentage of students experiencing difficulties in the acquisition of phonemic awareness skills by 20% (initial to final) over a four-month period as indicated by the Early Literacy Phonemic Awareness Test Surrey (ELPATS).

Results:

Figure 1-1 Percentage of all students experiencing difficulties in the acquisition of phonemic awareness skills on the ELPATS



Improved Phonemic Awareness is evident among Kindergarten students

Further observations:

- After 9 years, the ELPATS has achieved district-wide implementation.
- The results from ELPATS over the five year period indicate a significant reduction at year end in the number of Kindergarten students experiencing difficulty with the acquisition of phonemic awareness skills.

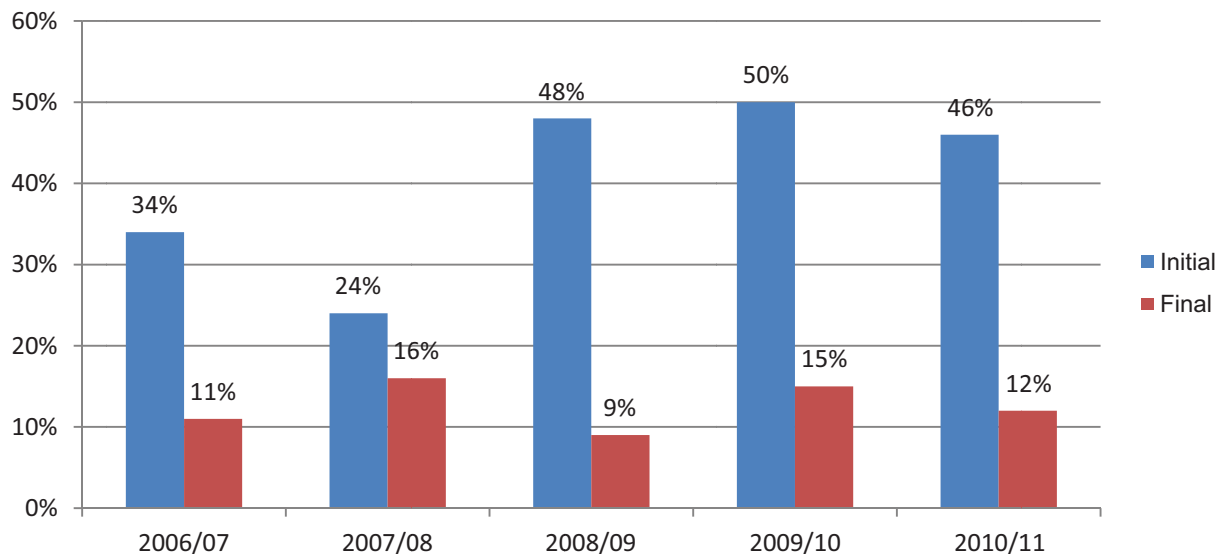
Objective 1.2: Improve Acquisition of Phonological Skills (Kindergarten) for Aboriginal learners

Performance target:

- Reduce the number of Aboriginal students experiencing difficulties in the acquisition of phonemic awareness skills by 20% over a four-month period as indicated by Early Literacy Phonemic Awareness Test (ELPATS).

Results:

Figure 1-2 Percentage of Aboriginal students experiencing difficulties in the acquisition of phonemic awareness skills on the ELPATS



A significant reduction in the percentage of Aboriginal Students experiencing difficulties in the acquisition of phonemic awareness skills on the ELPATS is noted.

Further Observations

- The reduction in the percentage of Aboriginal Students experiencing difficulties in the acquisition of phonemic awareness skills over the four months between the initial and final assessment indicate that instructional and other interventions are having a positive impact.

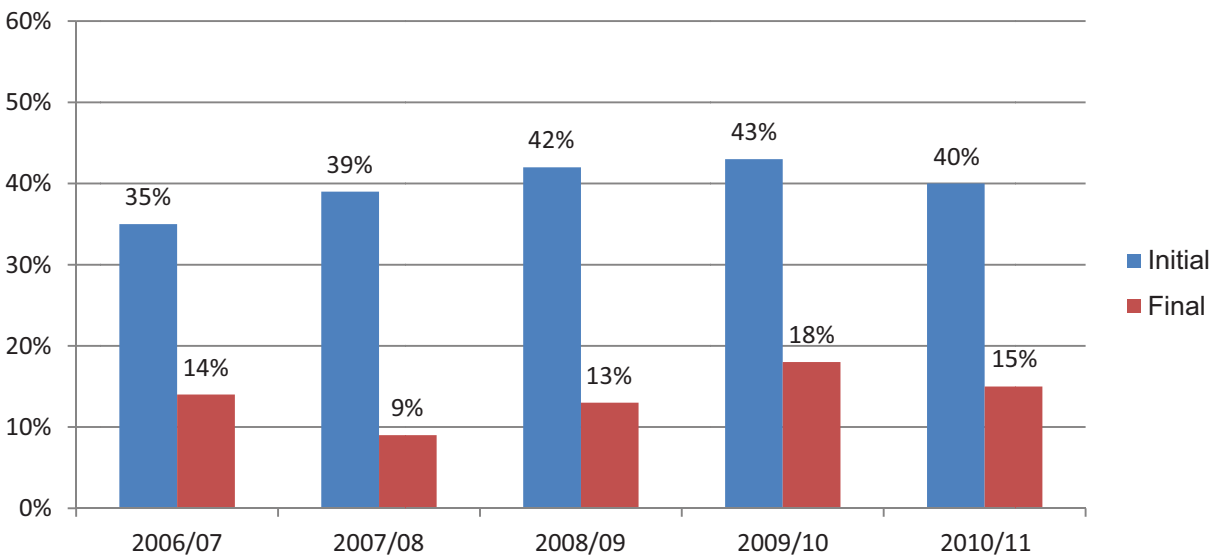
Objective 1.3: Improve Acquisition of Phonological Skills (Kindergarten) for ESL learners

Performance target

- Reduce the percentage of students experiencing difficulties in the acquisition of phonemic awareness skills by 20% (initial to final) in high ESL schools over a four-month period as indicated by the ELPATS.

Results:

Figure 1-3 Percentage of students experiencing difficulties in the acquisition of phonemic awareness skills at six high ESL schools on the ELPATS



Improved Phonemic Awareness is evident among Kindergarten ESL Students is noted.

Further Observations

- The ELPATS results indicate that the instructional interventions to raise the phonemic awareness levels of Kindergarten students are having positive effects. The ELPATS Performance target was exceeded for high ESL schools.

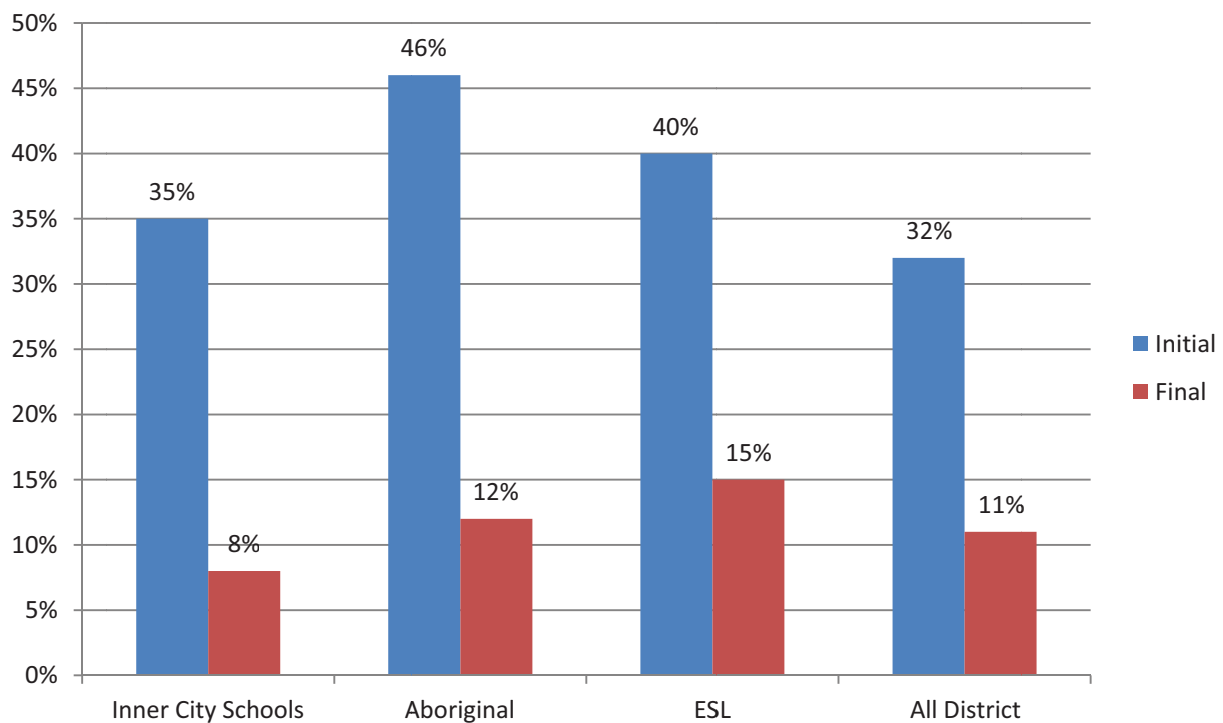
Objective 1.4: Improve Acquisition of Phonological Skills (Kindergarten) for students in 12 inner city schools

Performance target:

- Reduce the percentage of students experiencing difficulties in the acquisition of phonemic awareness skills by 20% (initial to final) in inner city schools over a four-month period as indicated by the ELPATS.

Results:

Figure 1-4 Percentage of students experiencing difficulties in the acquisition of phonemic awareness skills at inner city schools on the ELPATS



All groups show improvement on the ELPATS, with Aboriginal students making the largest gain over the four month period, followed by ESL students and students in inner city schools. However, it is important to note that the Aboriginal group is a small one, fewer than 30 students.

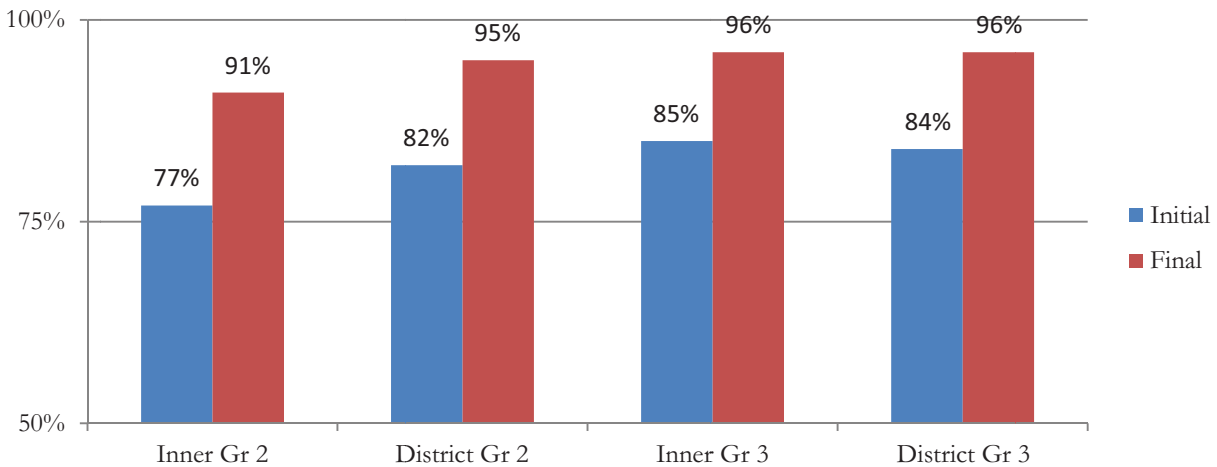
Objective 1-5: Improve grades K - 3 reading results in 12 inner city schools

Performance target:

- The percentage of students in inner city schools “Meeting” or “Exceeding Expectations” will increase to District levels using the District Reading Assessment (RAD36) Results.

Results:

Figure 1-5 Percentage of students meeting to exceeding expectations on the RAD36 (Reading)



Inner city school results for RAD36 2010/11 are within 4% of the district at grade 2 and equal to the district for grade 3. Final results for grade 1 were not available due to few results reported.

Further Observations:

- Reading interventions need to be sustained over time. The transiency rate in the 12 schools poses a greater challenge than anticipated. A sampling of student enrolment in a prior year indicated that 21% of the students who wrote the Grade 4 Foundation Skills Assessment had attended their school for grade 4 only (the range among schools was 15–45%) and a further 16% of students attended for grades 3 and 4 only (range 6–23%). The number of ESL students also increased.
- Reading interventions for the Aboriginal students need to be sustained over time, especially considering the success of the ELPATS results. The FSA results of the grades 4 and 7 may show improvement in the future given this kind of sustained attention. Closer tracking of this student population is needed.

Objective 1.6: Improve reading results across the curriculum in the content areas for all learners

It is our belief that improving reading skills in the content areas should yield achievement gains in all curriculum areas where reading is a significant component in concept attainment. Report card results for English are provided for illustrative purposes. It is understood that the achievement performance targets of a 5% increase in students achieving C or better applies to all reading intensive curriculum areas.

Performance target

- Increase the percentage of students “Fully Meeting” or “Exceeding Expectations” by 20% from initial to final assessment using RAD36.

Performance target

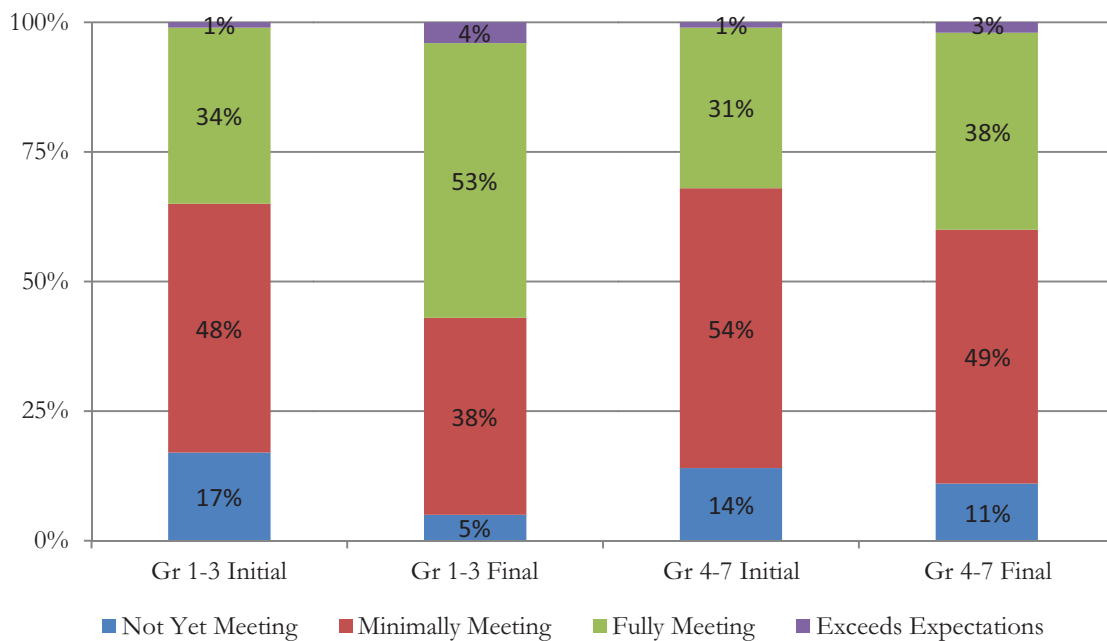
- Increase the percentage of Aboriginal students “Fully Meeting” or “Exceeding Expectations” as indicated by RAD36. A larger sample and further analysis are required before appropriate Performance targets can be set.

Performance target

- Increase the percentage of ESL students “Fully Meeting” or “Exceeding Expectations” by 20% from initial to final assessment using RAD36.

Results

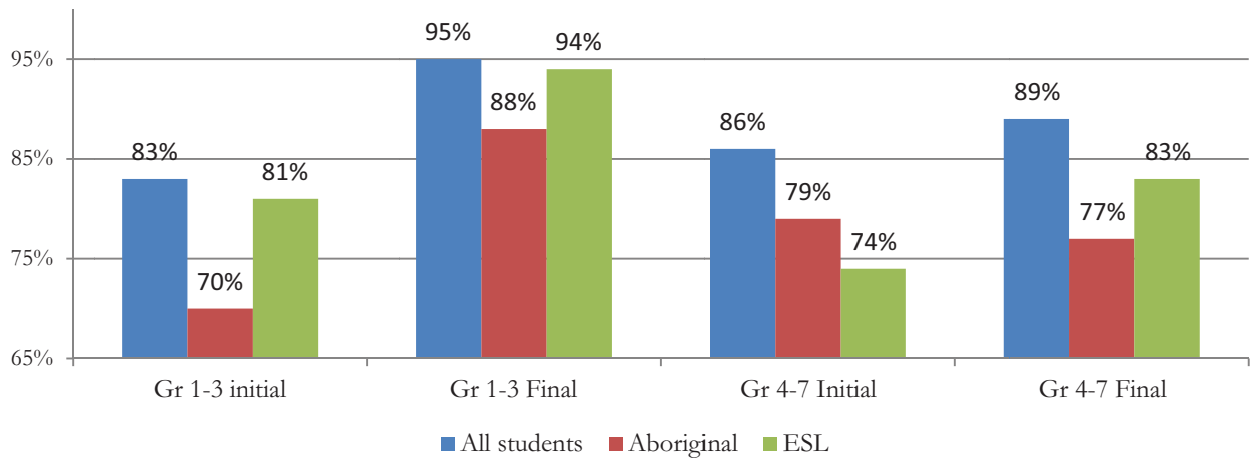
Figure 1-6-1 Percentage distribution of RAD36 achievement levels for all students in 2010/11



RAD 36 results indicate an improvement in reading skills among Grade 1 – 7 students with the greatest gains being made in the primary level.

Results:

Figure 1-6-2 Percentage Meeting to exceeding expectations on the RAD36 (Reading) in 2010/11



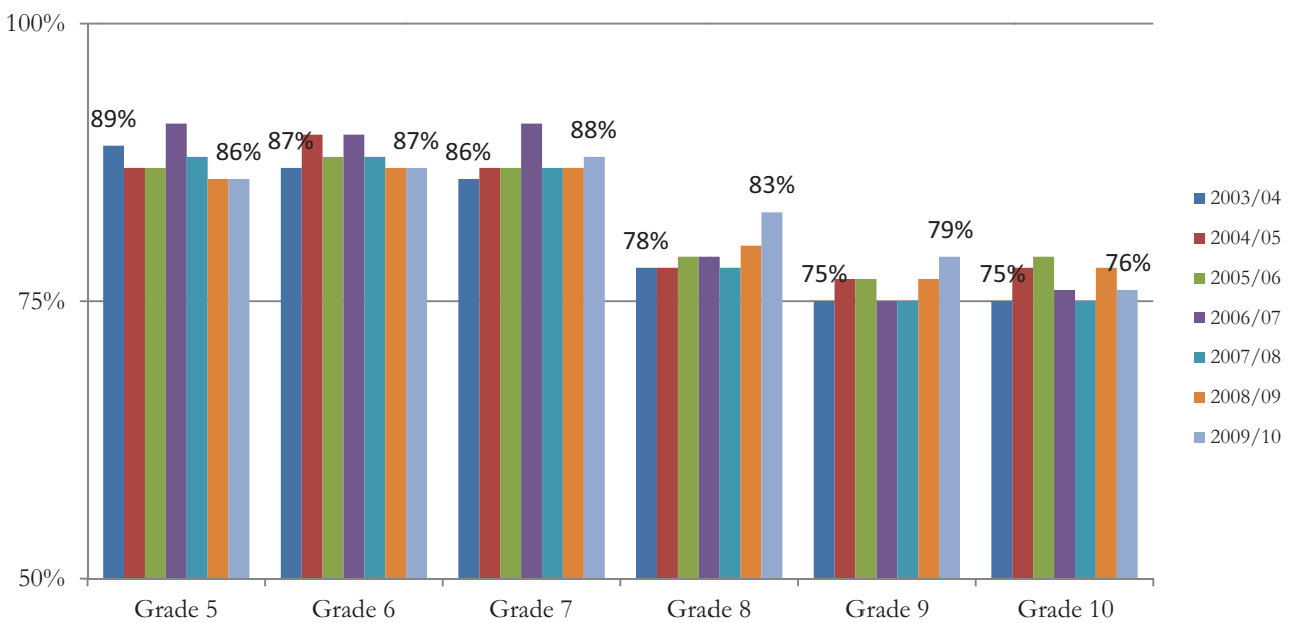
Students' reading skills improved. However, Aboriginal students in grades 4 – 7 did not experience similar gains. The sample size was relatively small. Further investigation is required.

Performance target

- Increase the number of students achieving C or better in Language Arts 5/6/7 and English 8/9/10 by 5% over 2003/2004 results.

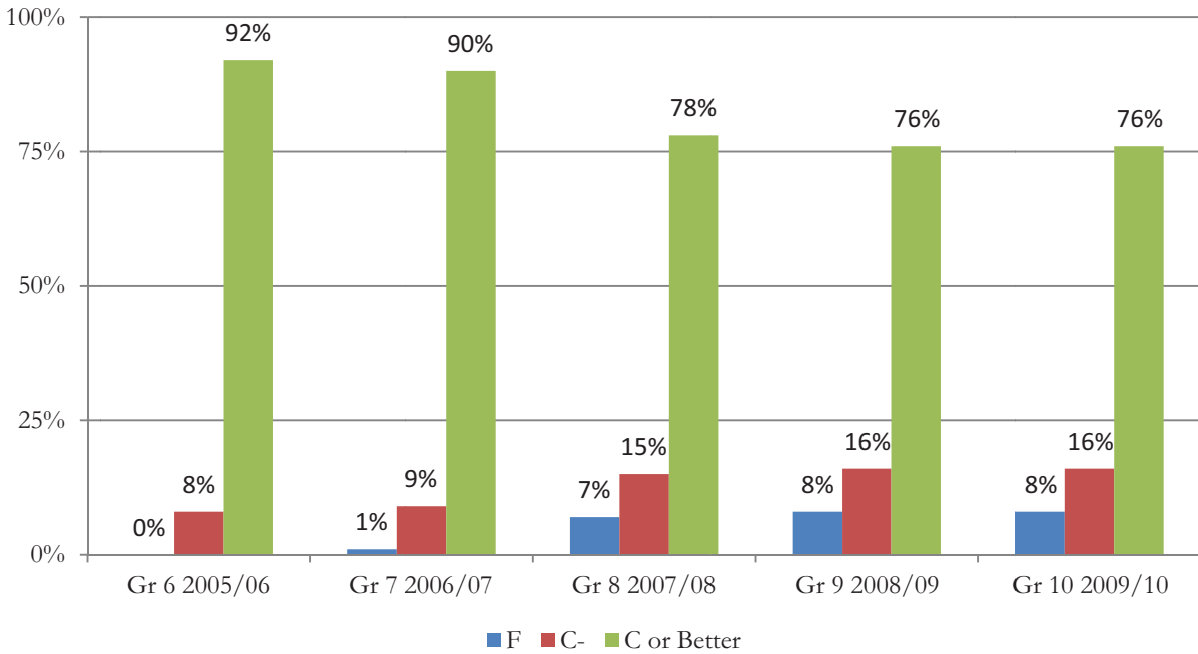
Results

Figure 1-6-3 Percentage of students achieving a C in Language Arts/English



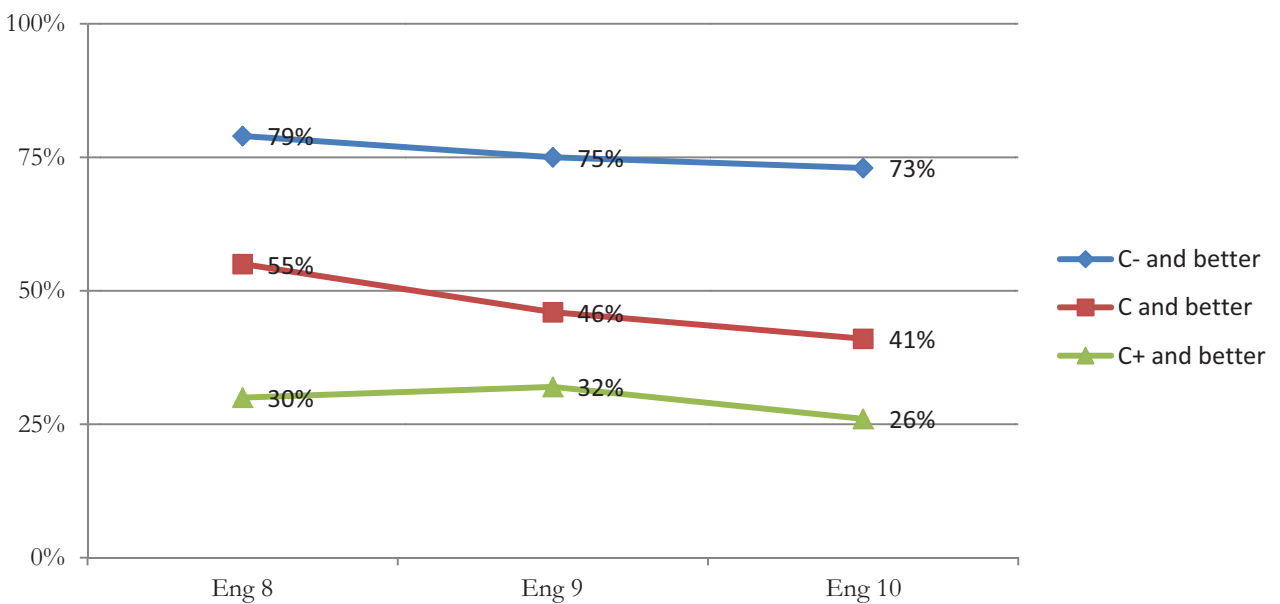
Some improvement is noted, particularly at the secondary level.

Figure 1-6-4 Report card marks for all students in Language Arts/English over a period of time



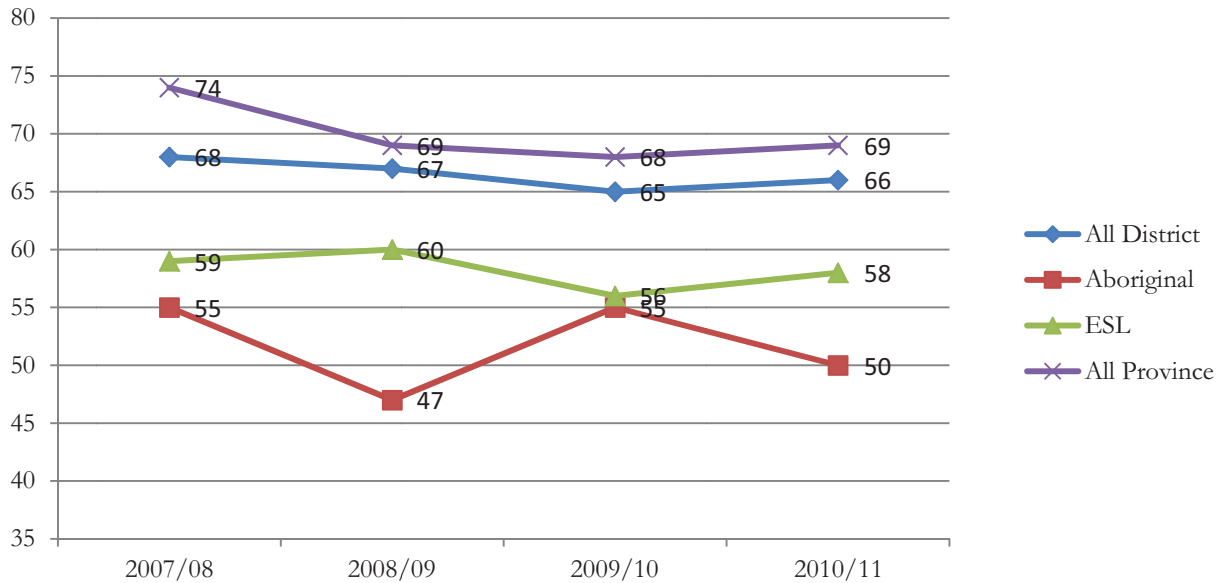
Achievement results for the cohort group were consistently higher in Grades 6 and 7. A significant shift was noted as students transitioned from elementary to secondary school. Students maintained similar achievement levels from Grade 8 – 10.

Figure 1-6-5 Report card marks for Aboriginal students in English (2009/10)



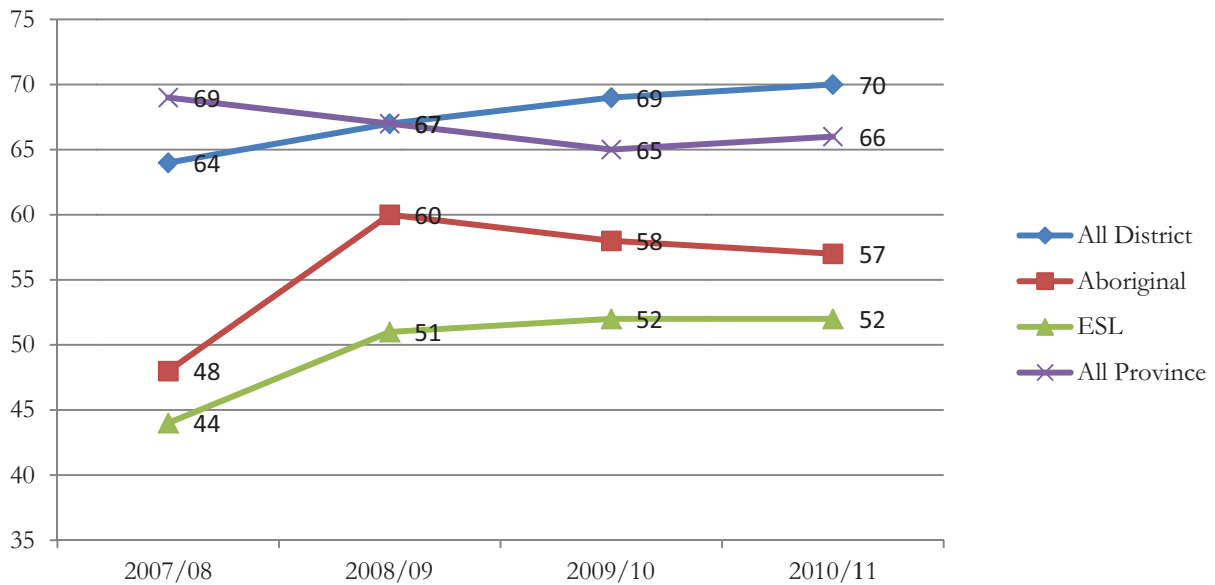
No breakdown of report card marks for Aboriginal students is available for grades 5, 6, and 7. A number of Aboriginal students achieve poor performance in English coursework.

Figure 1-6-6 FSA Grade 4 percentage meeting to exceeding expectations in Reading



Overall achievement in reading has remained consistent over the past four years. District results continue to be within 3% of provincial scores for the past 3 years. Results for Aboriginal learners continue to be significantly lower than the district result. To a lesser degree, but still well below the District level, are the achievement results for ESL learners.

Figure 1-6-7 FSA Grade 7 percentage meeting to exceeding expectations in Reading



Overall achievement in reading has improved over the last four years. District results continue to exceed the provincial scores. The achievement gap for Aboriginal learners at grade 7 has widened as the results for all students have improved.

Further Observations:

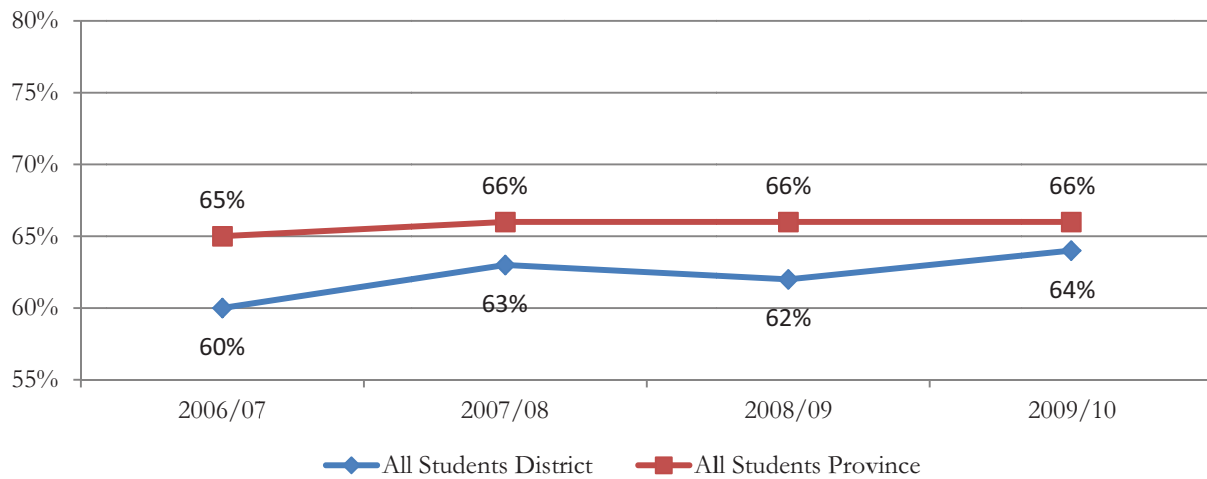
- Evidence from School Plans indicates that there is greater focus on the need to embed reading instruction in all areas of the curriculum. Particular focus needs to be on the Aboriginal and ESL learners.
- 25 elementary schools participated in the initial reading assessment (RAD36) in 2010/11.
- Results from these participating schools indicate a significant increase in the percentage of students “Fully Meeting” or “Exceeding Expectations.” FSA results have remained consistent while report card data showed promising results for grades 8 and 9. Report card marks for English 8, 9 and 10 for 2009/10 showed a C or better rate of 83% and 79% respectively.
- Achievement indicators including RAD36, report card data, and FSA, consistently show that Aboriginal students’ results are significantly lower than the District results. Efforts must be concentrated on supporting reading achievement for all Aboriginal learners, particularly at the intermediate and secondary levels. It should be noted that less than 20% (2009/2010) of the Aboriginal student results were available for analysis for the RAD36 assessment at the district level.
- Percentage of ESL students “Fully Meeting” or “Exceeding Expectations” increased by more than 15% as indicated by the initial and final RAD36 assessments. However, FSA results for this group are significantly lower than the District results.
- The transition from elementary to secondary school continues to be challenging as evidenced by the report card data. This continues to be an area of focus. Greater opportunities will be provided for secondary teachers to work with grade 7 colleagues from associate schools to explore ways to support learners during this key transitional period. The Aboriginal student population experiences a greater challenge and should be a key focus area if they are to experience success in grades 8 to 12.

Objective 1.7: Improve English 10 and 12 Provincial Examination results

Performance targets

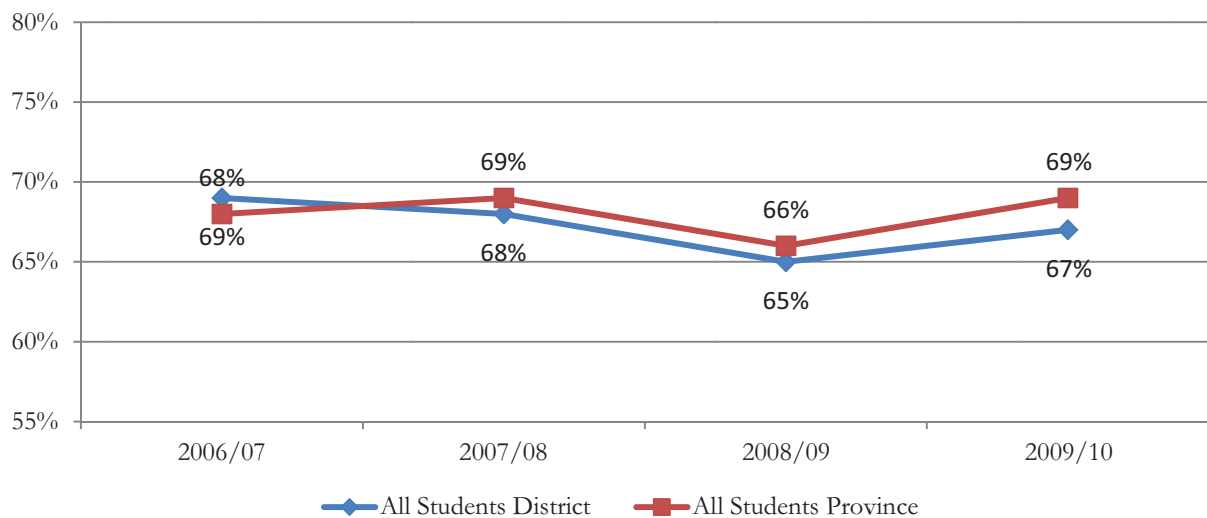
- Increase the percentage of students achieving C+ or better in English 10 compared to the provincial results by 5% over the next three years.
- Reduce the gap in English 10 and 12 C+ or better rates when comparing Aboriginal student results with overall District results.

Figure 1-7-1 Percentage of all students achieving C+ or better on provincially examinable English 10



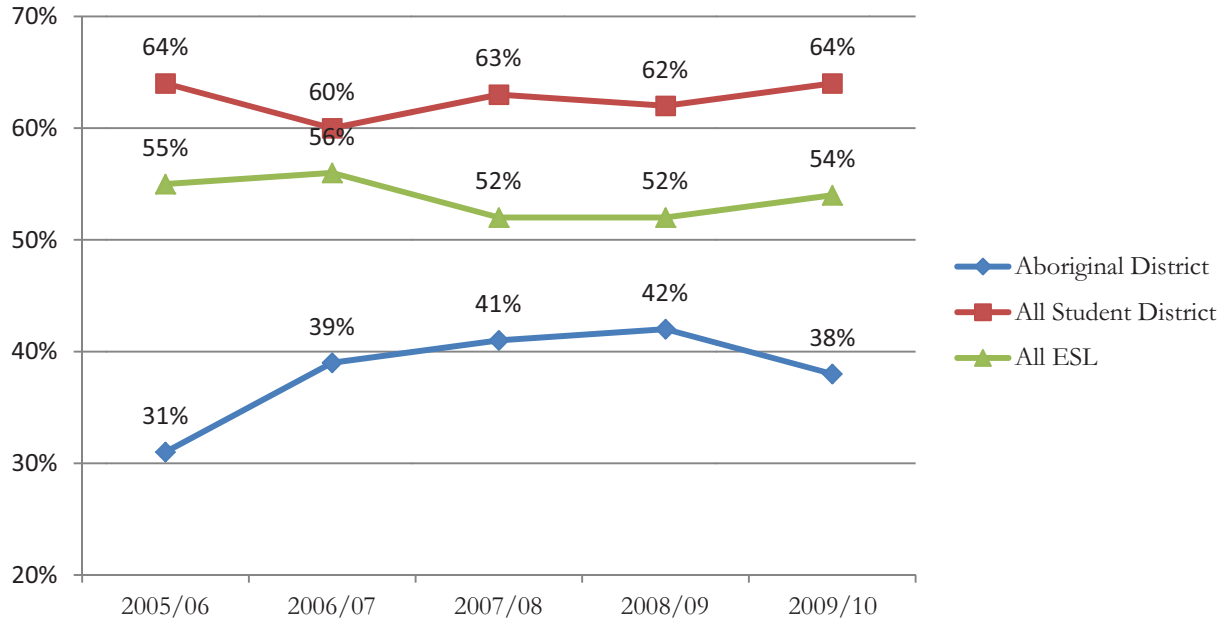
Provincial English 10 results appear unchanged over the 3 year period. District results show an improving trend and a decreased gap between district results and those of the province.

Figure 1-7-2 Percentage of all students achieving C+ or better on the provincially examinable English 12



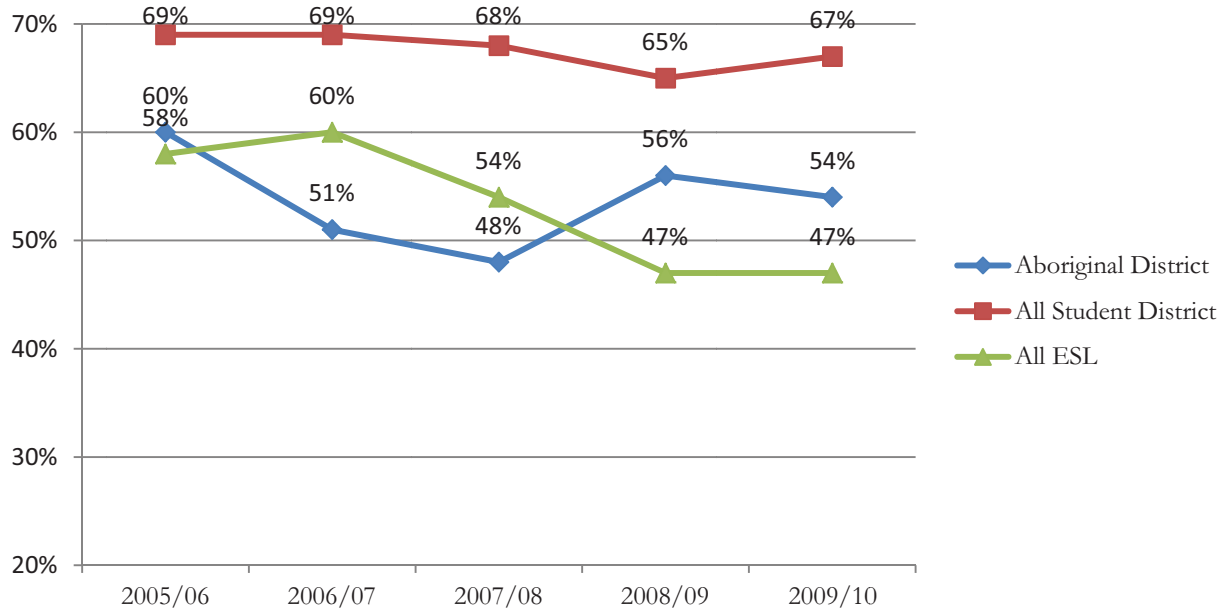
English 12 results continue to be within 2% of provincial levels.

Figure 1-7-3 Students achieving a blended final mark of C+ or better on the provincially examinable English 10



Aboriginal C+ and better rates for English 10 remain stubbornly low, and the gap between Aboriginal students and all students widened to 26% in 2009/10. The gap for ESL students is lower at 10%.

Figure 1-7-4 Students achieving a blended final mark of C+ or better on the provincially examinable English 12



By English 12, for those Aboriginal students who persist, the C+ and better gap has narrowed to 13%, while the gap for ESL has widened to 20% in 2009/10.

Further Observations

- Long term trends for English 12 (over the last 12 years) indicate that the considerable difference between District results and provincial results from 1994-1996 has been eliminated.
- The C+ or better rate for Aboriginal students continues to be significantly below the District rate in English 10 and 12.

Actions taken or planned

General

- Continue to provide support through in-service, workshops and responding to school-based requests to better understand the research and integrate the practices of a balanced literacy program in elementary schools that meets the needs of all learners.
- Increase use of formative assessment tools, such as RAD36 – the District reading assessment tool based on the BC Performance Standards – to guide instruction.
- Focus on developing greater instructional expertise in the area of literacy as a part of the District’s joint initiative with the Surrey Teachers’ Association and the New Teacher Mentoring program.
- The Learner Support Team model fosters LST/classroom teacher collaboration to address learner needs.
- Resource materials have been provided to schools to support students requiring intervention strategies and programs in order to foster students’ reading skill development (LST implementation resource materials, early success, Soar to Success).
- Use assessment online as a tool to further analyze student strengths and areas for development to guide instruction and interventions.
- Continue to have district helping teachers support school staffs in their understanding of research-based literacy practices through the lens of collaborative inquiry.
- Continue to have district helping teachers provide support that focuses on embedding assessment for learning and differentiated instruction across the curriculum through district networks, in-service and ongoing, job-embedded professional development.
- Continue the Making Connections literacy initiative that engaged grade 7 and 8 teachers in lesson study planning, observing, providing feedback and debriefing responses to differentiated instruction and assessment for learning strategies.
- Continue to have district helping teachers provide support that focuses on oral language as a foundation for developing and supporting reading, writing and thinking skills for all students K-12, recognizing the impact in particular for students of Aboriginal heritage and those “at risk”.
- Provide support through ongoing workshops and conversations with Humanities and English department heads to build a common vision, values and beliefs around assessment practices.
- Continue to offer curricular support for the grade 7/8 summer Transitions Program that supports Literacy and Numeracy for “at risk” students in 18 of 19 secondary school sites.

Early Learning

- Continue to provide support and in-service for Kindergarten, grade 1 and Inner City Early Literacy teachers in the foundational skills of oral language and language development.

- Expand the Full-Day Kindergarten program to include all classes and continue to provide Full-Day Kindergarten programs which pay particular attention to literacy/language development and parental/caregiver involvement.
- Provide support through ongoing workshops and conversations with Kindergarten contact teachers from each school.
- Support the use of ELPATS and explore observation tools such as the “BC Kindergarten Continuum”.
- Provide “Talking Tables”, an oral language and phonological awareness program, to all schools.
- Continue to invite StrongStart Facilitators, student teachers and TOCs to professional development opportunities.
- Provide leadership opportunities to the SFU Supporting Early Learners Diploma participants.

SUPPORTING PRIORITY PRACTICES K-12

- Continue to use formative assessment tools (such as RAD36) to assist teachers in identifying areas of instructional focus.
- Develop school-based networks that allow teachers to create learning experiences that focus on student learning through inquiry-based professional learning, and to model for and coach students to become independent readers, writers and thinkers who know how to co-construct meaning through all forms of text (audio-visual, print, graphic).
- Share best practices through a model of in-service that is school-based, involves team collaboration and fosters teacher leadership through the “Lesson Study” model of professional development
- Through teacher networks, continue to engage in conversations around practices and structures that support students’ transition from primary to intermediate, and from elementary to secondary.
- Through teacher networks, continue to support teacher understanding and practice of explicit instruction, assessment for learning, and the gradual release model to improve reading comprehension across the curriculum.
- Continue to share best practices and teacher/team reflections through “The Link”, a newsletter that focuses on the district’s priority practices.

Inner City Early Literacy Project

- Each of the 12 Inner City Project schools is provided with a .2 to .5 FTE Early Literacy teacher.
- Expand the number of Inner City Project schools by two, providing .3 Early Literacy teacher support to each of the new sites.
- Continue to provide network meetings to support the Inner City Early Literacy teachers’ work in early intervention.
- Continue to provide support to promote oral language development, phonemic awareness and foundational literacy skills (Language, Literacy, Learning project) in the 26 kindergarten classrooms in 12 of the Inner City schools.
- Continue to provide ongoing support to the 34 teachers and 12 Early Literacy teachers who are using Links to Literacy - an early intervention program to teach critical phonological concepts and skills.
- Expand the use of Links to Literacy to two additional Inner City schools.
- Continue the Language, Literacy and Learning summer program with a focus on language and literacy development for “at risk” and vulnerable Kindergarten students at 7 Inner City school sites.

- Continue Play, Connect, Learn as a summer preschool program for vulnerable children who will be attending Kindergarten in September.

High ESL Enrolment Schools

Early Success / Soar to Success Program:

- Continue to support expansion of Early Success and Soar to Success to include 44 schools.
- Pilot a new assessment to instruction Early Learning Tool Kit.
- Continue to provide support and guidance to LST and classroom teachers in order to successfully implement the programs and maximize their effectiveness.
- Introduce the Soar to Success program into secondary schools at the grade 8 level.

Family Literacy:

- Provide opportunities for schools to share their unique and creative family literacy/home reading programs.
- I-PALS – Immigrant Parents As Literacy Supporters continues into its third year. The program is designed to provide support to immigrant families in supporting young children’s language and literacy development. A second I-PALS program focusing on Arabic families was introduced this year.
- PALS (Parents as Literacy Supporters) in 37 sites provide support to families in literacy development.
- Continue to expand PALS in all Inner City schools
- PALS sessions are held at every StrongStart centre with StrongStart facilitators and school staff working together to plan and co-facilitate each session.
- Aboriginal PALS sessions are held at 5 Kekinow Housing complexes.
- Welcome to Kindergarten initiatives have been undertaken in 44 sites.
- Continue to explore ways to ensure that StrongStart is integrated into the school community and effective relationships are built between Early Childhood Educators and Kindergarten teachers.
- Continue to support schools in their efforts to initiate family literacy programs specific to their school context.
- Ready, Set, Learn has been implemented in all elementary schools. Continue to encourage blending of Ready, Set, Learn with PALS session and Welcome to Kindergarten, as part of the wrap around support for family literacy.

Project SPARK (Supporting Parents Actively Reading with Kids)

- Schools continue to implement SPARK in Kindergarten classrooms as a family literacy initiative.

Early Learning (0-5) Years:

- Ready, Set, Learn has been implemented in all elementary schools.
- Use the Early Learning Framework with Kindergarten teachers and StrongStart facilitators to engage in focused conversations with a view toward building shared understandings.
- Continue to work with community partners to design a collaborative and cohesive approach to early learning.

- Continue to support the Community Strategic Plan, identifying ways for the school District to implement objectives of the plan.
- Continue to support the existing 21 StrongStart centres and two new centres that will be added in 2011/2012.

Aboriginal Education

- The Aboriginal Education Department works collaboratively with school based staff to align services and supports towards a wrap around approach for Aboriginal learners at their schools.
- Recognize and respect that Aboriginal student achievement is aligned to educating all learners about the history and culture of Aboriginal peoples through integration of Aboriginal content in curricular areas from Kindergarten to Grade 12.
- Aboriginal Helping Teachers are embedded into and working collaboratively with Curriculum and Instructional Services, Student Services, and Equity & Diversity to ensure Aboriginal students are included in literacy and math interventions, behaviour interventions, and to support ESD (English as a Second Dialect) learners.
- Targeted funds are used to provide enhanced levels of service for Aboriginal students.
- Alignment of Aboriginal 'Youth Care Worker' with Student Services to more effectively support moderate and severe behaviour students.
- Thirty-seven Aboriginal Child/Youth Care Workers, 6 Education Assistants, 9 District Cultural Facilitators provide in school and after school support.
- Secondary Teacher Advocates (3.75 FTE) coordinate a school based team to create a wrap around support program for all Aboriginal students' grades 8 to 12.
- After school programs in at least 30 sites provide academic and social/emotional support for Aboriginal students.
- The Elder in Residence program in more than 10 schools helps to build bridges between the school and the Aboriginal community, helps students learn respect for traditional knowledge and skills, and helps build the self-esteem of Aboriginal students who are struggling to connect with the school environment.
- Provide support through technology (laptop computers, CoWriter, Kurzweil software, in-service training) for classroom and LST teachers, with a view to enhancing the quality and quantity of student writing. The FSA results indicate improvement in the writing component (results are not charted).
- District-wide celebrations acknowledge the Aboriginal students and their cultural diversity through events such as Fun Night, Aboriginal Grad, Multicultural Awareness Week, and National Aboriginal Day.

GOAL 2: IMPROVE NUMERACY – KINDERGARTEN TO GRADE 12

Surrey students have shown some improvement in Numeracy over the last few years. The percentage of Surrey students meeting or exceeding expectations on the Foundation Skills Assessment for Numeracy in grade 7 has been consistently higher than the provincial results for the last two years. The grade 4 FSA Numeracy results show a significant improvement in achievement for all district and ESL students. The Aboriginal student achievement results, however, continue to decline. Aboriginal results are consistently below the provincial and district results for all students. It is worth noting that district participation rates are better than the provincial FSA participation rate.

Although the district has not yet reached the targets for students achieving C or better, and has significantly improved the Mathematics passing rate (C- and above) at the grade 8 level, the percentage of students achieving C- or better in Mathematics 8 has grown 6%, from 85% in 2005/06 to 90% in 2009/10. The district continues to make the implementation of the new curriculum a priority. Staff development is focused on helping teachers to understand best practices in Numeracy instruction in order to improve student understanding. The district has added additional resources to reflect a focus on more hands-on, constructive, problem-solving approaches to the teaching of Numeracy. The district continues to develop a variety of Numeracy assessment tools, which are being piloted in the district.

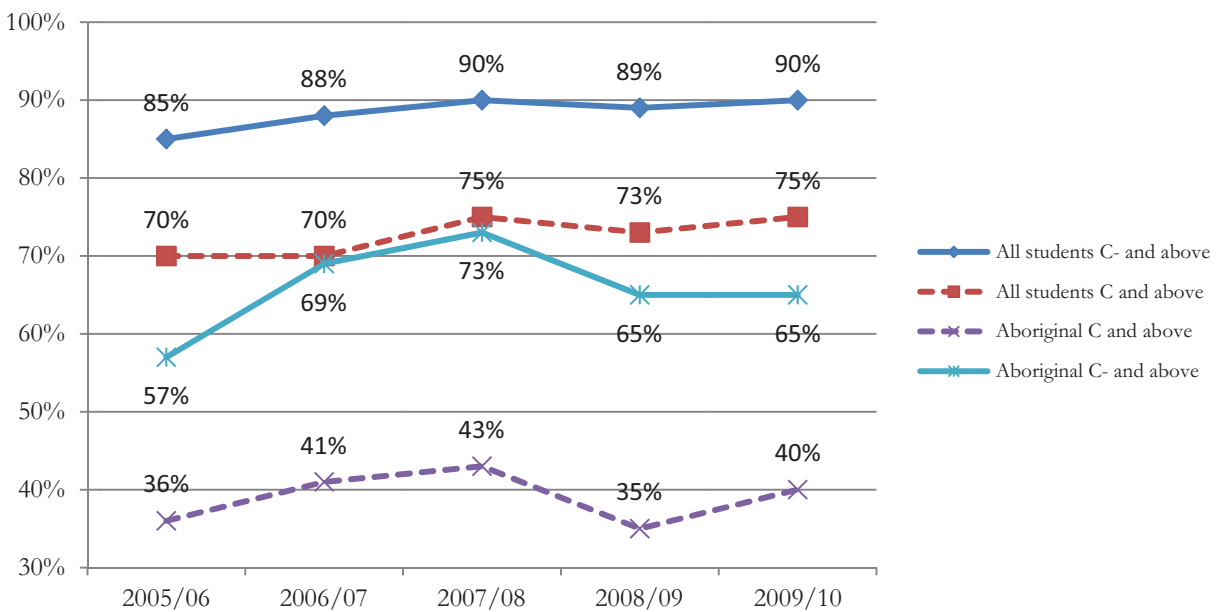
Objective 2.1: Improve Numeracy – Kindergarten to Grade 12

Performance target

Increase the percentage of students achieving C or better in Mathematics 8 by 5% over the next 3 years.

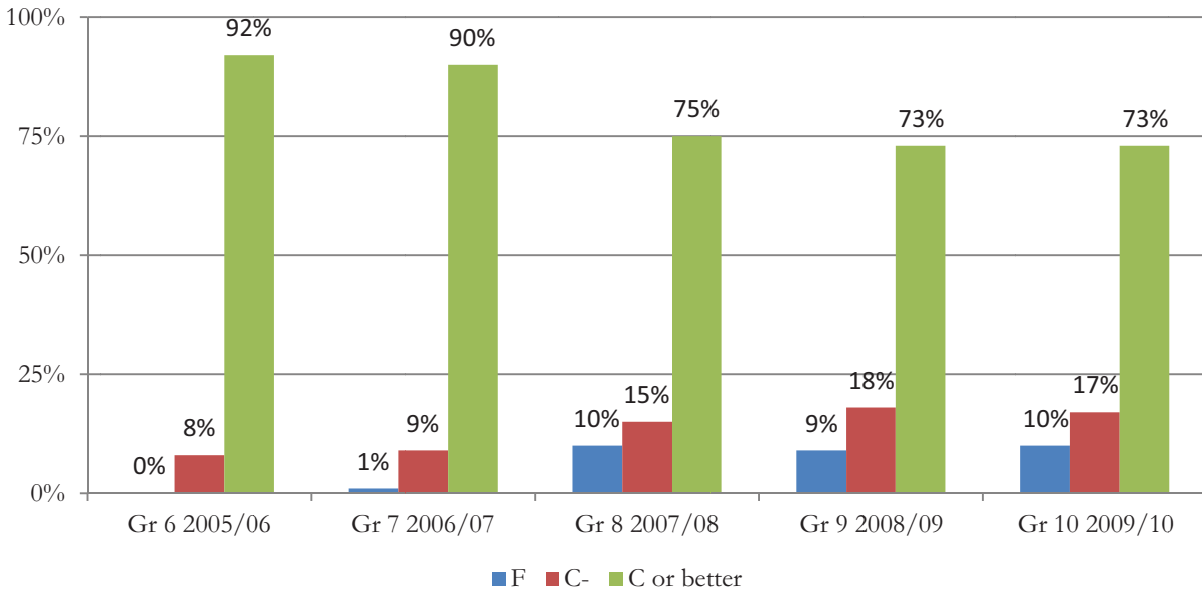
Results

Figure 2-1 Percentage of students achieving a C- and above and C and above in Mathematics 8



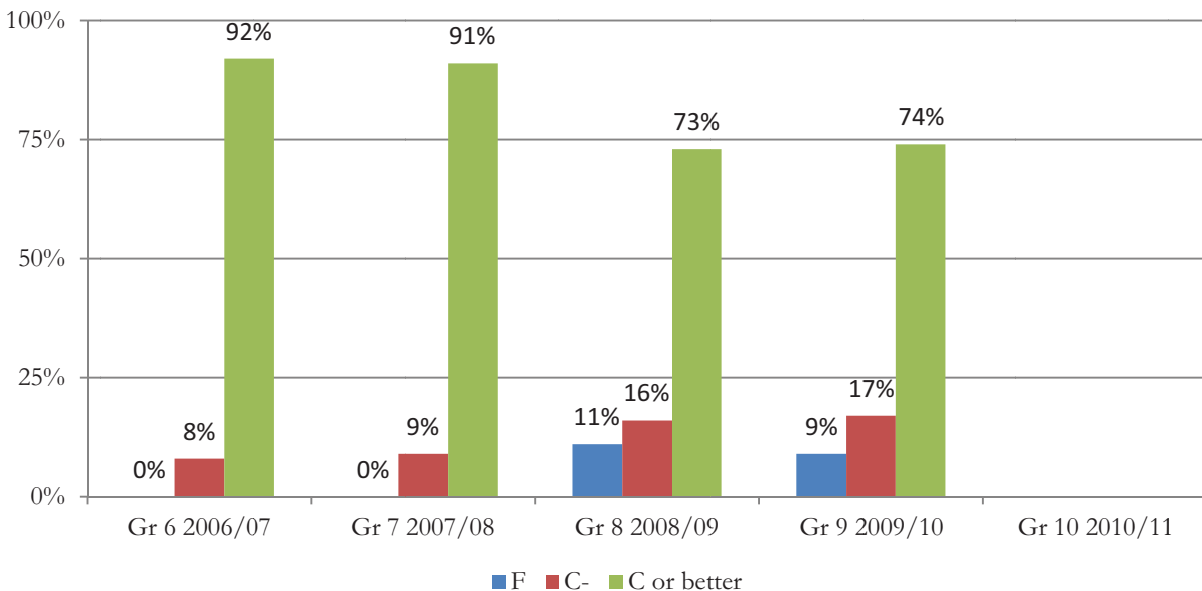
A gap is evident between Aboriginal students receiving C and above and all students.

Figure 2-2 Report Card marks for Mathematics for all students who were in Grade 8 in 2007/08



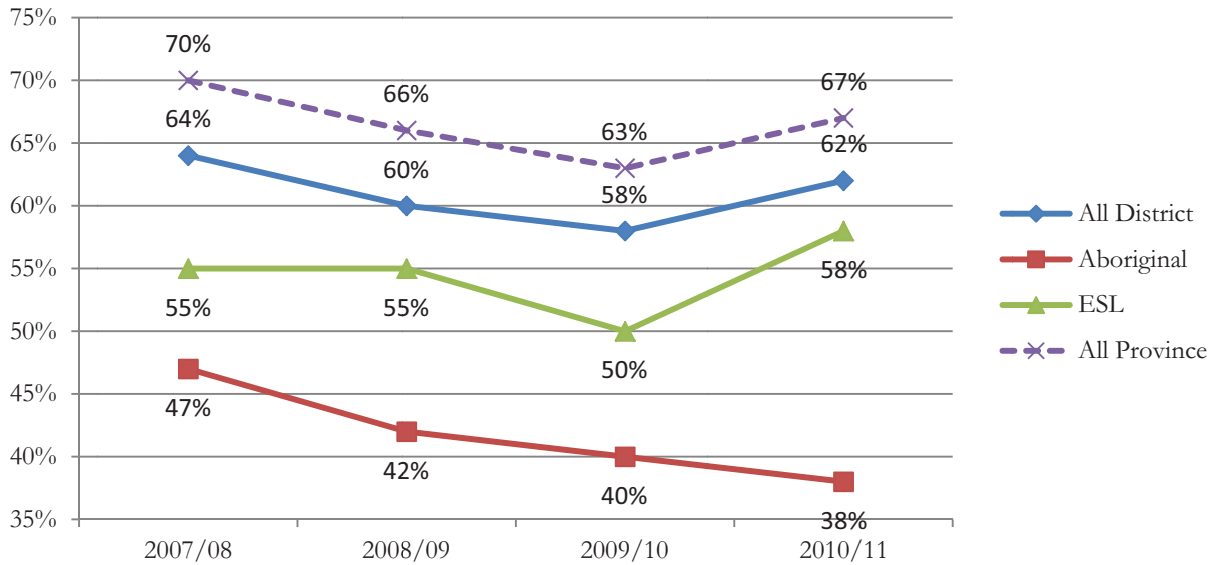
The transition from grade 7 to 8 continues to represent a challenge for students. The district continues to find ways to support the transition to grade 8. Teachers from associate schools are meeting with their secondary colleagues to explore ways to help support students with this key transition. Targeted interventions are planned for this particular group and are described later in this report.

Figure 2-3 Report Card marks for Mathematics for all students who were in Grade 8 in 2008/09



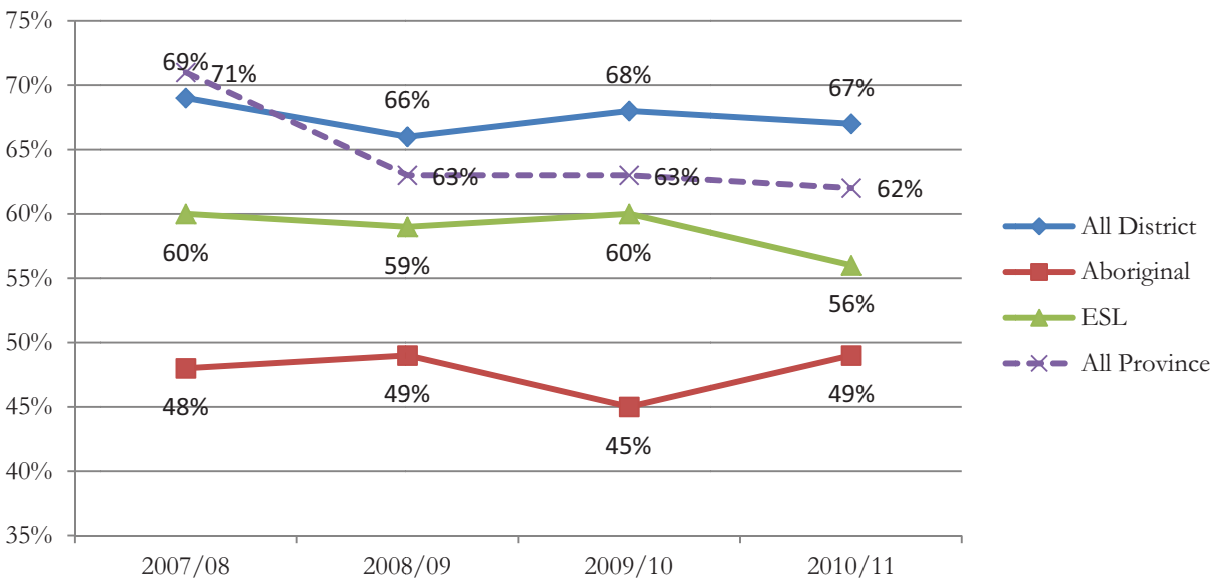
The same pattern is reflected here with an additional cohort.

Figure 2-4 FSA Grade 4 percentage meeting to exceeding expectations in Numeracy



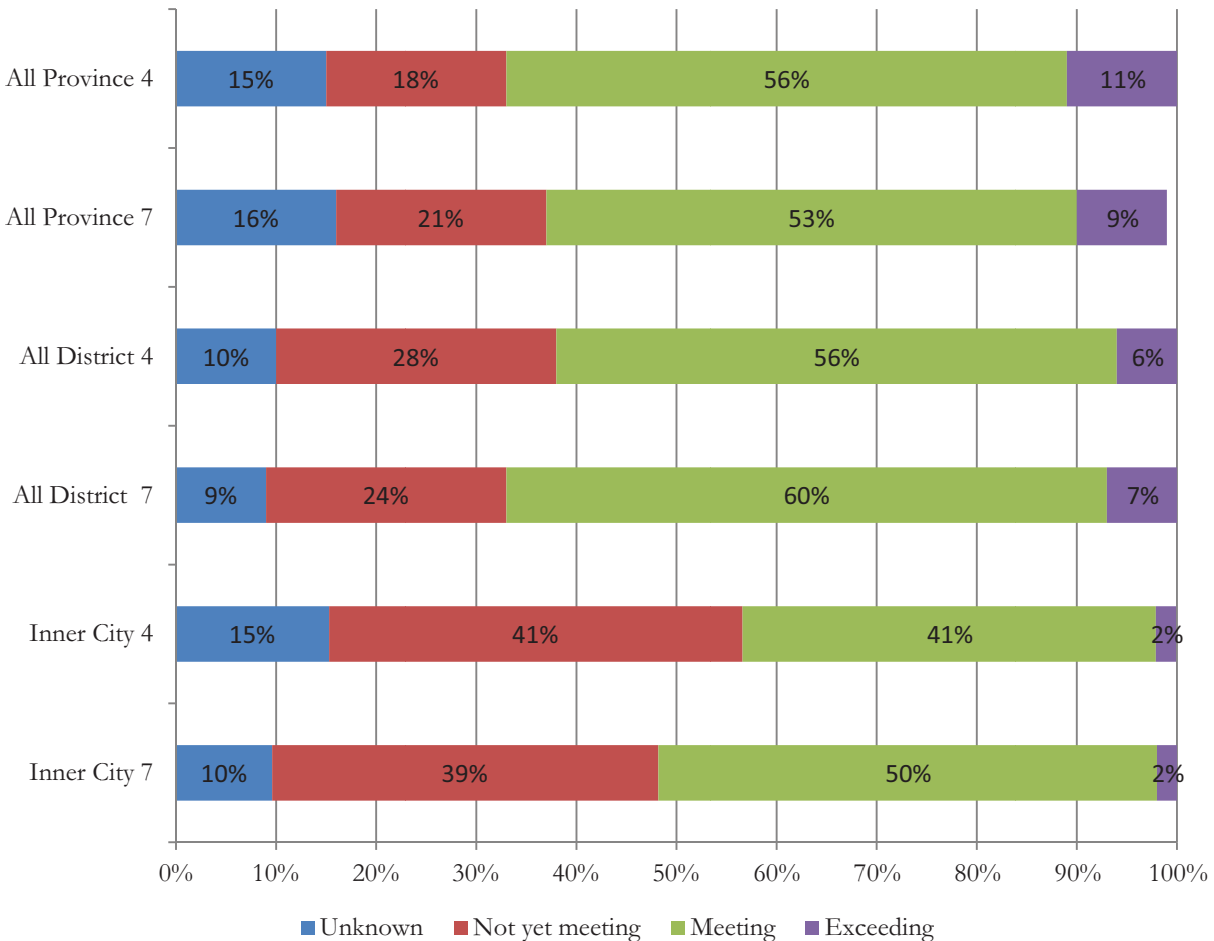
The grade 4 FSA district results mirror the provincial results but ESL and Aboriginal students score significantly lower than the district and province. Aboriginal results have continued to decline.

Figure 2-5 FSA Grade 7 percentage meeting to exceeding expectations in Numeracy



In 2009/10, the grade 7 FSA district results increased to 5% higher than the province and have continued that trend in 2010/11. ESL results are slightly lower than the provincial result. Aboriginal results were lower than the district percentage. Aboriginal results in 2010/11 improved compared to previous years, while ESL results declined by 4%.

Figure 2-6 FSA 2010/11 Performance by group for Numeracy



Results illustrate the patterns identified earlier. The district grade 4 results are lower than the provincial percentage meeting to exceeding expectations. The district grade 7 results are higher than the provincial percentage meeting to exceeding expectations. The results also show that the top 10 inner city schools in Surrey are generally performing lower than the district average in both grade 4 and 7. Interventions should be targeted to these key groups.

Further Observations

- A new baseline for FSA was established in 2007/08 because of changes in the method of administration, time of assessment and reporting style.
- A comprehensive District Numeracy assessment tool for specific grades (1, 2, 3, 5, & 6) was piloted in 2010/11 on a voluntary basis. Grades 4, 7, & 8 are currently being developed.
- The district is working collaboratively with the Richmond School District to develop an Early Numeracy Assessment for K/1. This is currently being piloted in our district. The assessment will allow us to identify and set performance targets for young students who need more Numeracy support.

Actions taken or planned

General

Provide ongoing, strategic support through the implementation of a Numeracy Project: Making Math Happen to schools with a numeracy goal or focus based on:

- Teaching through problem solving (pedagogy)
- Mathematical processes (communication, reasoning, connections, etc.)
- Effective use of manipulatives
- Assessment for learning
- Differentiated instruction
- Improving students' attitudes and dispositions towards mathematics

Thirty-five elementary schools and six secondary schools were part of the project in 2009/10. In 2010/11, forty-nine elementary schools were part of the project. Ten secondary schools will join the Numeracy Project in 2011/2012. The District plans to expand the project by 10 more elementary schools in 2011/12 as well, with a view to:

- Build capacity at the school level
- Develop a collaborative community
- Improve both the content and pedagogical knowledge of teachers
- Establish networks of collaboration among families of schools, including secondary

In 2010/11, 4.5 helping teachers were assigned responsibilities for numeracy to support K–12 classroom teachers in improving students' mathematics and numeracy achievement through:

- Instructional strategies, including differentiated instruction and effective questioning
- Conceptual understanding of the content
- Awareness of curriculum across the grades and the developmental nature of concept attainment
- Developing concepts concretely, pictorially, symbolically
- Mathematical language
- Implementation of “Do the Math” for supporting struggling students through collaboration by classroom teachers and LST teachers in 23 elementary and 4 secondary schools
- Piloting the targeted program “Leaps & Bounds” for intensive instruction

- Implementing key focus areas of the new curriculum:
 - Processes
 - Teaching for depth of understanding
 - Use of a variety of resources (manipulatives, technology)
 - Promoting the use of effective assessment strategies to guide instruction

- Implementing and continuing development of classroom and District assessment tools
 - Early Numeracy K/1 Assessment

- Grade 1 through 8 Numeracy Assessments
 - LST Numeracy Assessment Grades 2-7
 - K-7 Problem Solving Assessments
 - Grade 8 & 9 Problem Solving Assessment
 - Exploring the use of the Island Net Diagnostic Math Assessment

- Supporting Surrey Secondary struggling learners:
 - Phase 1 seeking clarity around issues, generating recommendations (structural, instructional strategies, maximizing differentiated instruction)

- Activities are carried out in a variety of ways:
 - Daytime and after school workshops and in-service
 - School-based and District professional development
 - Coaching and mentoring
 - Supporting school professional learning initiatives (book clubs, study groups, action research)
 - Assisting schools in providing support to parents (PAC meetings, Parent Sessions, Family Math Nights) and involving multicultural support workers as needed
 - Introducing, implementing and providing support resources (texts, teacher resources, manipulatives, professional resources, supplements)

- Encouraging school use of the elementary Math Playground Kits in order to:
 - Support student problem solving
 - Facilitate connections with parents
 - Build a math community

- Developing a secondary math playground kit

- Facilitating Grades 7/8 transition in mathematics:
 - Co-planned a structure to execute a grade 7-8 transition session as a family of schools
 - Secondary Math Dept. Heads visited feeder schools in spring to discuss and identify students who are not identified with specific math learning challenges

- Integrating technology to enhance the learning and the doing of mathematics

- Building leadership capacity by :
 - Identifying and supporting Numeracy teacher leaders, particularly mentors at Numeracy Project schools
 - Supporting (LST) Learner Support Team teachers
 - Providing in-service to student teachers who are completing their practicum in Surrey

- Working collaboratively with Learner Support teachers to examine Numeracy through the UDL lens

Aboriginal Education

- Ensure that the various Numeracy/Mathematics initiatives meet the needs of Aboriginal students.
- Continue to collaborate with the Aboriginal helping teachers to support and embed Aboriginal connections to the mathematics curriculum.
- Include teacher advocates in Secondary Numeracy Network sessions.
- Include members of the Aboriginal department (e.g. LST Aboriginal, Aboriginal Childcare Workers, Aboriginal Advocates) in Numeracy sessions
- Work collaboratively with the Aboriginal department to support Aboriginal parents from the StrongStart to the secondary setting
- Engage in deep conversations with secondary math teachers and other stakeholders around achievement in math for Aboriginal and ESL learners where a gap exists.

GOAL 3: IMPROVE THE SIX YEAR COMPLETION RATE

Rationale

After a five percent increase from 2001/2002 to 2003/2004, the District's six year completion rate has remained relatively stable between 82 to 83%. The 2009/2010 rate at 82.1% is 2.4% above the provincial public schools rate of 79.7%. Surrey's Aboriginal completion rate over the past 5 years has ranged between 40 and 52%, and at 51.8%, is 1.4% above the provincial rate for 2009/10. This is the second time that the district rate has exceeded the provincial rate over the five year period, and the first time the district rate is above 50%.

The Aboriginal completion rate is also above average for Coast Metro Districts. Within Coast Metro, Surrey has the third highest rate, matching that of North Vancouver and above Vancouver's Aboriginal completion rate of 25.4% and Burnaby at 30.1% (2009/10).

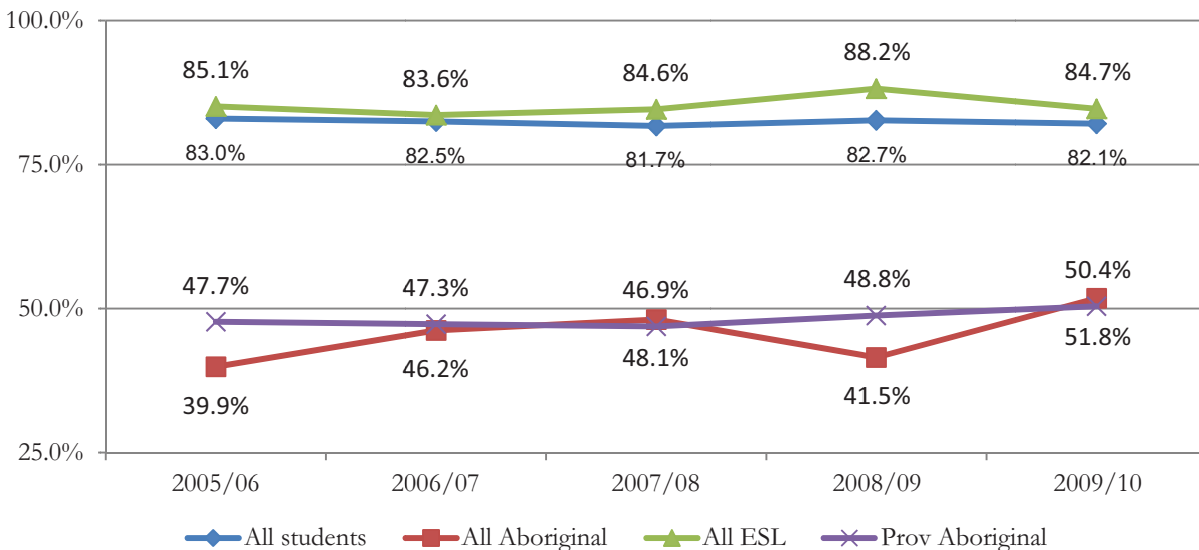
The year to year variation within the Aboriginal six year completion rate is a concern. However, the small size of the grade 12 Aboriginal cohorts could partially explain this pattern.

Performance targets

- Improve the overall six year completion rate by 4% over the next three years. (Base 2007/08)
- Improve the six year Aboriginal completion rate by 15% over the next three years. (Base 2007/08)
- Improve the grade-to-grade transition from grades 9-10 by 3% for all students and 10% for Aboriginal students over the next five years. (Base 2007/08.)

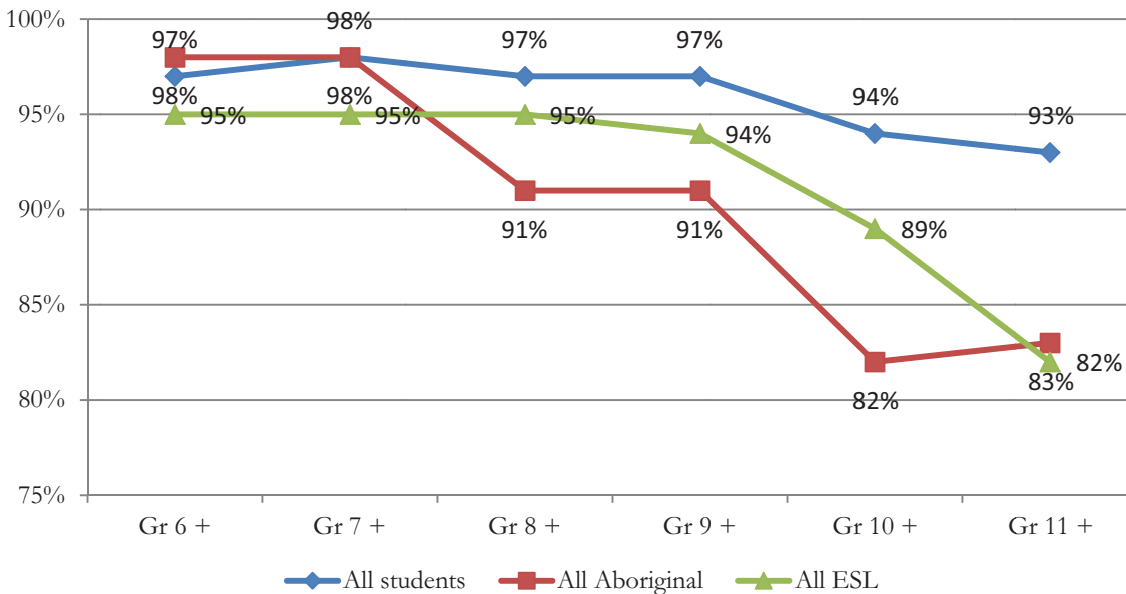
Results

Figure 3-1 Percentage of students successfully completing within 6 years of beginning Grade 8



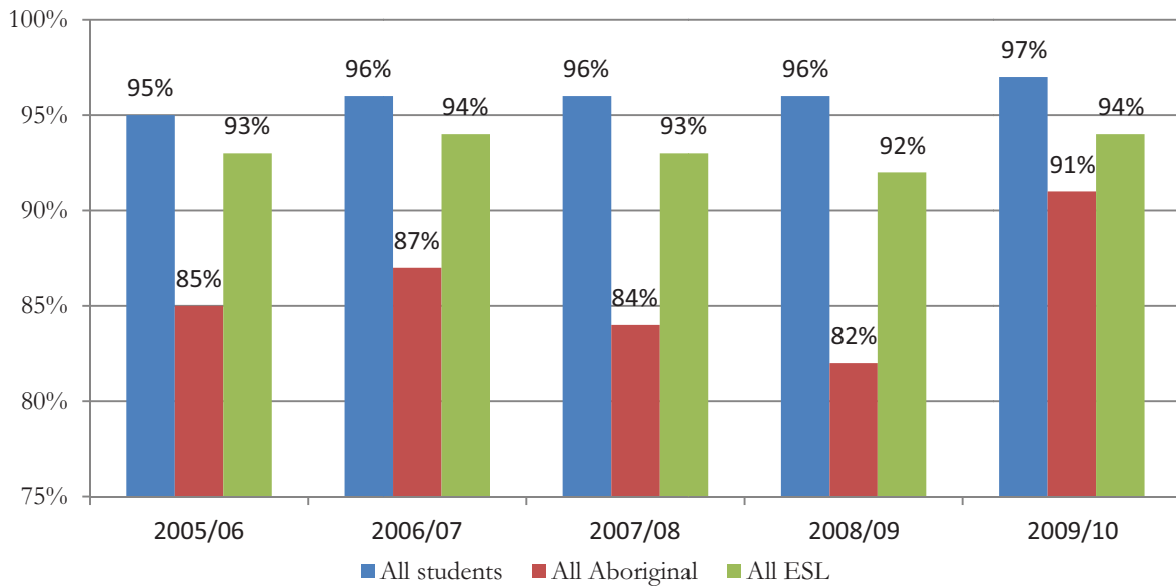
The six year completion rate for the district remains constant, with an improving trend for Aboriginal students. The completion rate for ESL students remains at or above the district percentage.

Figure 3-2 Percentage of students making a successful progression to a higher grade in 2009/10



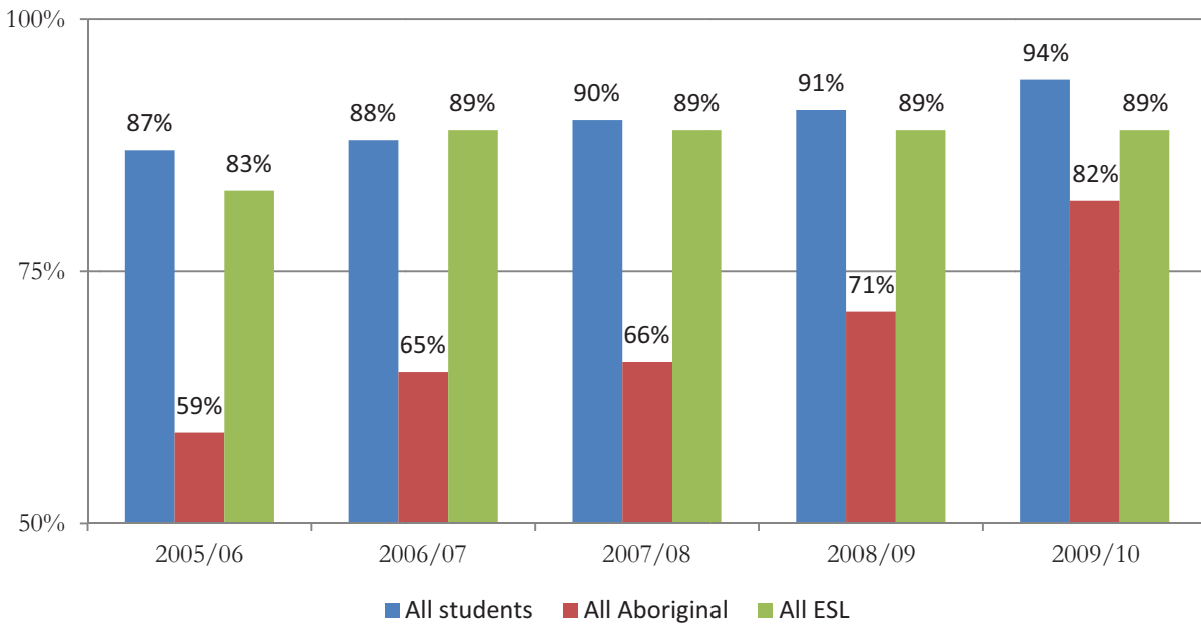
The transition rate from Grade 9 to 10 continues to require attention but, for the first time, no longer exceeds the grade 8 to 9 rate. The transition rate from grade 9 to 10 shows a decline of 5% for ESL students and 9% for Aboriginal students.

Figure 3-3 Percentage of students making a successful progression from Grade 9 to Grade 10



The Grade 9 to 10 transition rate for all students and ESL students is showing modest improvement. The Aboriginal student rate for 2009/10 is, for the first time, showing significant improvement.

Figure 3-4 Percentage of students making a successful progression from Grade 10 to Grade 11



Grade 10 to 11 district transition rates are showing significant improvement over time. The improvement for Aboriginal students is dramatic. ESL student transition rates have remained consistent.

Further Observations

- The ESL completion rate closely mirrors the All Students' completion rate.
- The 6 year completion rate for all students has improved by 0.4% since the 2007/08 baseline. One more year of data will complete the cycle. Aboriginal students' completion rates have improved 3.7% from the 2007/08 baseline. Both of these Performance targets will be revisited for 2012/13, the end of the 3 year cycle.
- The grade 9 to 10 transition rate for all students has improved by 1% since the 2007/08 baseline. This is a 5 year Performance target, with 3 years remaining. The Aboriginal student grade 9 to 10 transition rate has improved by 7% since 2007/08. With 3 years to meet the Performance target of 15%, this is promising evidence.
- The remarkable progress in the grade 10 to 11 transition rates for all students and, for Aboriginal students in particular, demonstrates success in student retention from the first to second years of the Graduation Program. It is expected that this will translate to improved 6 year completion rates for the 2012/13 cohort.

Actions taken, underway or planned

Strategies to implement completion rates fall into four key areas

- 1) Appropriate and effective transitions at key points of intervention in a student's K-12 journey.
- 2) Increased capacity to respond to learner needs through differentiated instruction, quality assessment and changing school structures for learning, especially at the secondary level
- 3) A continued strong emphasis on career and education planning and goal setting
- 4) A wide range of alternative pathways leading to school completion

Effective Transitions

A grade 7/8 Summer Transitions program was established in summer 2008. Grade 7 students determined to be at risk of being unsuccessful in grade 8 are recommended for the program.

In keeping with the premise that early intervention has the most significant impact on student achievement, and in an effort to have elementary schools have some ownership in improving the six year completion rate, the District is working with schools to develop appropriate summer transitions/intervention strategies for Kindergarten through grade 6. A summer program for students who do not meet or minimally meet expectations in literacy and numeracy has become a key strategic initiative, with over 590 students participating in summer 2010.

Secondary Initiatives

Each secondary school has strategies in place that attend to the concepts of membership and engagement especially in grades 8-10.

- Several secondary schools have or are in the process of re-thinking the grade 8 experience by organizing students into cohorts for the purpose of improving connectedness to the school community and to support integration of curriculum. Some schools are in the beginning stages of re-thinking the grade 9 experience.
- Some schools have implemented remedial or grade 8 preparatory courses in English and Mathematics. These efforts have been supported by District initiatives such as “Developing Readers” and “Do the Math”.
- An increasing number of schools have extended time for learning for students who need it by allocating staff resources for before and after school tutorials.
- In keeping with current research on effective assessment, 12 secondary schools were actively engaged in examining and changing their assessment and grading practices with District support and this will continue into the next year.
- Effective articulation practices around grade 7/8 transition continue to be a focus of attention.
- Schools are enabling students to build individualized learning plans through increased cross enrolment of Distributed Learning courses at Surrey Connect.
- Thirty-one Co-op programs involving 689 students are active in 10 secondary schools.
- Teacher Advocates work with Aboriginal students in 14 of our secondary schools and one Learning Centre.

Alternate Pathways

The District's five Learning Centres offer flexible scheduling and programming to over 1,100 students in grades 10 to 12. They continue to follow up on their program review which was undertaken in 2007, and are improving course completion and graduation rates.

Surrey Connect, the District's distributed learning school, offers flexible scheduling and programming to approximately 9,800 students taking at least one course (1,200 FTE) twelve months of the year.

A Surrey Connect distributed learning initiative has been implemented in 16 of 19 secondary schools to support students taking online courses who would benefit from a more structured environment. All 19 secondary schools were involved in 2010/2011.

The Inter-A program offers all core academic courses as well as inter-disciplinary learning experiences to approximately 170 students from grades 7-12. Fundamental values of Inter-A include leadership, cooperative learning and community service.

Three programs offering intensive support for children with severe learning disabilities (grade 2/3 at Bonnacord Elementary, grade 4/5 at Boundary Park Elementary, grade 6/7 at Simon Cunningham) are achieving positive results.

Policy and Regulations to standardize processes for issuance of Evergreen Certificates and the identification of eligible students were developed and implemented in September of 2008.

The following programs are aimed at "at risk" adolescent youth with a view to improving success rates in school completion, transitions to work, or return to regular classes or learning centres:

- Connections
- Adapted General Education (AGE)
- Adolescent Day Treatment Program (ADTP)
- Adolescent Psychiatry Unit (APU)
- Educational Bridging Centre
- ESL Transitions Program
- Foundations Program
- Growing Together
- H.O.P.E. Program (Helping Others and Providing Education)
- Lee School
- LINKS Program
- Waypoint
- Daughters and Sisters
- Teen Recreation and Educational Enhancement Services (TREES – includes former KEY program)
- Teamwork, Respect, Empathy, Knowledge (TREK)
- Visiting Teacher

EPILOGUE

In accordance with the Ministry of Education's direction, this Achievement Contract highlights the progress that has been made in improving student achievement, outlines student achievement goals and performance targets for current initiatives, and describes the actions taken to assist schools and specific groups of students in raising student achievement. Surrey School District continues to welcome a growing and increasingly complex range of learners. Its staff is committed to making a quality difference - every child, every chance, every day.

LIST OF APPENDICES

Appendix A	Mission, Vision, Values, and 2011/12 Goals
Appendix B	2 nd Annual Report on Aboriginal Student Success 2009/10
Appendix C	District and Community Literacy Plan
Appendix D	District Literacy Initiatives
Appendix E	Educational Services Visual Framework

The Surrey Board of Education **Mission, Vision, Values and 2011/12 Goals**

Our Mission:

Through quality teaching and learning, we commit to engaging our students in their growth as individuals and in their development of the knowledge, skills and attributes necessary to contribute to a healthy, democratic and diverse society.

Our Vision:

THE SCHOOLS OUR CHILDREN DESERVE

Our schools are committed to providing quality service in responding to the diverse needs of our learners and ensuring that they experience a high quality, well-rounded education. Schools strive to fulfill this commitment by working in partnership with parents and the community. The Surrey School District supports its schools in:

Providing Quality Education

Our district supports the healthy aspirations of the well-educated student and all that this exemplifies. We promote the development of students in becoming:

- Creative thinkers, innovators, and problem solvers
- Effective communicators
- Literate and numerate
- Skillful at accessing, evaluating, synthesizing and presenting information
- Effective collaborators
- Socially responsible
- Flexible and able to adapt to change
- Committed to personal health and fitness

Developing Socially Responsible Citizens

Parents, schools and communities share the responsibility for students' personal development. Socially responsible individuals are able to meet life's challenges with courage, confidence and optimism in a way that conveys respect for themselves and others. Through authentic learning experiences, schools strive to cultivate these attributes which are essential to the development of leadership skills and active participation in a democratic society.

Supporting Our Aboriginal Learners

Aboriginal learners achieve greater success when they feel a strong sense of belonging and a valued place in the school community. Our schools are committed to further developing a deep respect for Aboriginal learners' experiences and for the importance of heritage, extended family, culture and tradition that play such a large part in supporting each learner. Success for Aboriginal students requires a commitment from and collaboration among departments throughout the school district to ensure there are services in place to increase the quality of the learning experiences for our Aboriginal students.

Preparing Our Graduates for the Future

Curiosity, aptitude and learning preferences play significant roles in students' life choices and career paths. Our schools open "pathways of possibility" for students by providing a broad range of programs and nurturing talents and interests. They are responsive to the changing expectations of and opportunities in the work world.

Helping Parents Support their Child's Learning

Our district sees parent involvement as vitally important to student success. Parents support their child's learning in a variety of ways that change over the course of the child's experience in school. Evidence indicates that parent involvement must be nurtured and celebrated so that parents recognize themselves as valued partners in the learning process.

- Parents must perceive schools as welcoming environments that support their involvement.
- Sustainable structures must be in place that support an effective working relationship between parents and the school.

Promoting Broader Community Involvement

Schools rely upon the supports of the larger community in order to address the diverse needs of students and their families. They, in turn, provide services and supports that increase the strength of our communities as a whole.

- Partnerships involve shared ownership focused on common goals.
- The development of community is enhanced through the expanded role of the school and its community partners.

Supporting Professional Learning

Student learning and achievement are enhanced by quality teaching and skilful leadership. Professional learning builds individual and system capacity through attention to educational research and focused inquiry. Surrey schools support high-quality professional learning that is:

- Focused on student learning.
- Comprehensive and sustained over time.
- Embedded in the daily work of educators.
- Collegial and collaborative.

Our Values and Beliefs:

The Surrey Board of Education assumes its responsibility to provide leadership and direction to School District No. 36 (Surrey). In so doing, the Board subscribes to the following statements of beliefs and guiding principles.

We believe that:

- ✓ schools are for learners
- ✓ education is a shared responsibility among home, school and community

We value:

- ✓ the achievement of success in teaching and learning
- ✓ the accomplishments of our learners
- ✓ the role of parents in the education of their children
- ✓ collaboration and cooperation in setting, achieving and evaluating our stated goals and making adjustments to practice based on results
- ✓ the contributions made by all employees, parents and the community
- ✓ the involvement and support of our diverse communities

We seek to:

- ✓ instill in learners an appreciation of learning as a lifelong process
- ✓ prepare each learner to assume responsible citizenship, community and career roles as adults in society

We commit to:

- ✓ decision-making that is in the best interest of all learners
- ✓ safe and healthy learning environments
- ✓ accountability, both educational and financial
- ✓ being responsive to the needs of our community
- ✓ appropriate and equitable allocation of financial resources

We promote:

- ✓ acceptance and respect for diversity
- ✓ dynamic leadership at all levels of the organization

Our District Goals for 2011/2012

In keeping with its vision to provide quality service to meet the diverse needs of our learners and ensuring that they experience a high-quality, well-rounded education the Board declares the following as its highest priorities for 2011/2012. As always, there is also other key work that continues, focused on supporting success for all learners.

1) We support student success through continued attention to:

- Improving Reading, Writing and Numeracy for all students. Particular emphasis will be placed on supporting Aboriginal students, students who have special needs, English Language Learners and those students who are disadvantaged by poverty or other barriers to learning.
- Providing the necessary training and in-service to build capacity of all educators in the areas of differentiated instruction and quality assessment so they can respond effectively to the diverse needs of students.
- Improving students' attention to physical fitness and their understanding of the factors and decisions that influence healthy living.
- Developing strategies to assist parents in supporting their children's learning.

2) We support schools in their focus on positive citizenship, with a specific emphasis on:

- Socially responsible behaviour
- Safety, well-being and conditions for student success
- Leadership skills in contributing to classroom and community.

3) We continue to focus on improving the six-year completion rate for secondary students by:

- Ensuring appropriate and effective transitions at key points in the K-12 learning journey
- Providing a strong, continuous, coherent emphasis on career and education planning and goal setting
- Providing a wide range of alternative pathways leading to school completion.

4) We will continue to work collaboratively with our Community-Schools partners to develop structures and strategies that ensure children are emotionally, socially and physically supported to achieve their full potential, with an emphasis on:

- Children being ready, able and motivated to learn
- Parents and caregivers experiencing support and active engagement in a continuum of services addressing their specific needs
- School personnel engaging and collaborating with community partners to support the learning and development of children.

The Board aligns its personnel and financial resources in support of these goals. It also commits to monitoring and improving all programs and services by ensuring stability and sustainability, fiscal and operational effectiveness, and responsiveness to growth and change.

Planning for Student Success



Renewing and Affirming Our Vision:

In the spring of 2009, our district engaged with more than 900 parents, teachers, students, school administrators and community partners in a process to affirm and renew its vision of what schools need to pay attention to in order to prepare students to have successful, productive and meaningful futures. This work built on the larger, more extensive process that was undertaken during the 2003-2005 school years.

The resulting vision, "The Schools Our Children Deserve" will provide the District and its schools with valuable and necessary guidance as it develops its short and long term goals for improving student achievement and plans for growth and change in an ever changing community and society.

Surrey Board of Education

Terry Allen
Ijaz Chatha
Pam Glass
Laurie Larsen
Reni Masi
Laurae McNally (Chair)
Shawn Wilson (Vice Chair)

Process for Establishing School District Goals:

The Surrey School District has established a cyclical process for developing its student achievement goals and planning for improvement which begins with an analysis of student achievement, survey and demographic data as well as an extensive series of community engagement activities. Activities include:

- Regional meetings with School Planning Council, and Parent Advisory Council representatives, and
- A series of focus group sessions and liaison meetings involving parents, post-secondary representatives, employee groups, students, members of the business community, and other community partners.

As indicated in the diagram this cycle concludes with the filing of the achievement contract with the Ministry of Education.

The Surrey Board of Education thanks the many people who participated in the process and provided valuable input into the development of the district's current goals. More specific information pertaining to the goals may be found on the district's website at www.sd36.bc.ca.

2ND ANNUAL REPORT ON ABORIGINAL STUDENT SUCCESS 2009/10

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

SCHOOL DISTRICT 36 (SURREY)



WHERE ARE WE TODAY?

The 2nd report continues the dialogue begun a year ago with the signing of the Enhancement Agreement (EA) between the region's First Nation people and the Board of Education to advance the success of Aboriginal learners in the Surrey School District.

This report in brief follows the 1st Annual report (www.sd36.bc.ca) which gave in-depth coverage of the challenges faced by Aboriginal Students. A more detailed report will be published every other year.

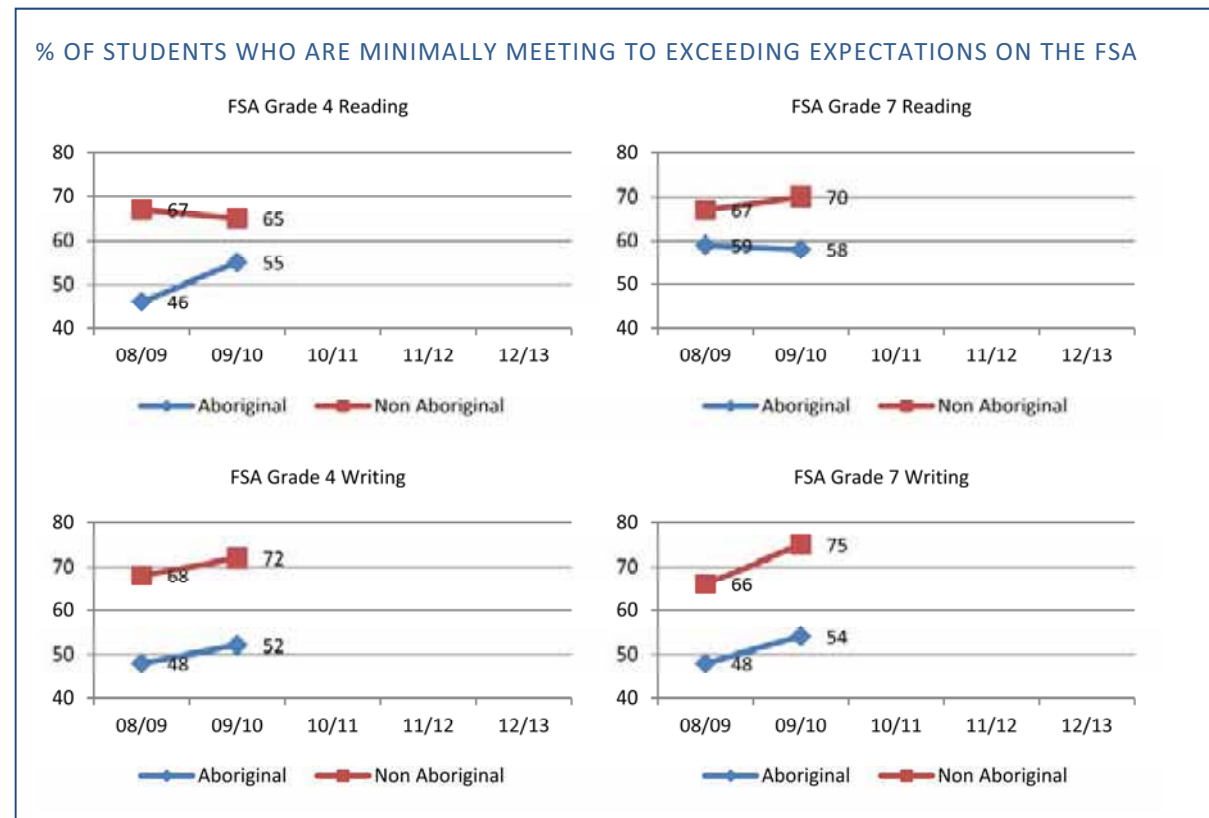
In Surrey, many Aboriginal Students *are* succeeding. A ceremony honouring 96 Aboriginal 2010 graduates and invited Grade 11 honour roll students, was held at the Surrey Arts Centre for over 300 parents, guests, and district staff. This event included a commencement and awards ceremony, with a keynote speaker and entertainment and refreshments. Yet, even as we celebrate these achievements, our minds and hearts wrestle with an achievement gap that persists between Aboriginal and non Aboriginal Students, and we continue to work for the success for *all* Aboriginal learners.

WHAT DOES THE EVIDENCE TELL US?

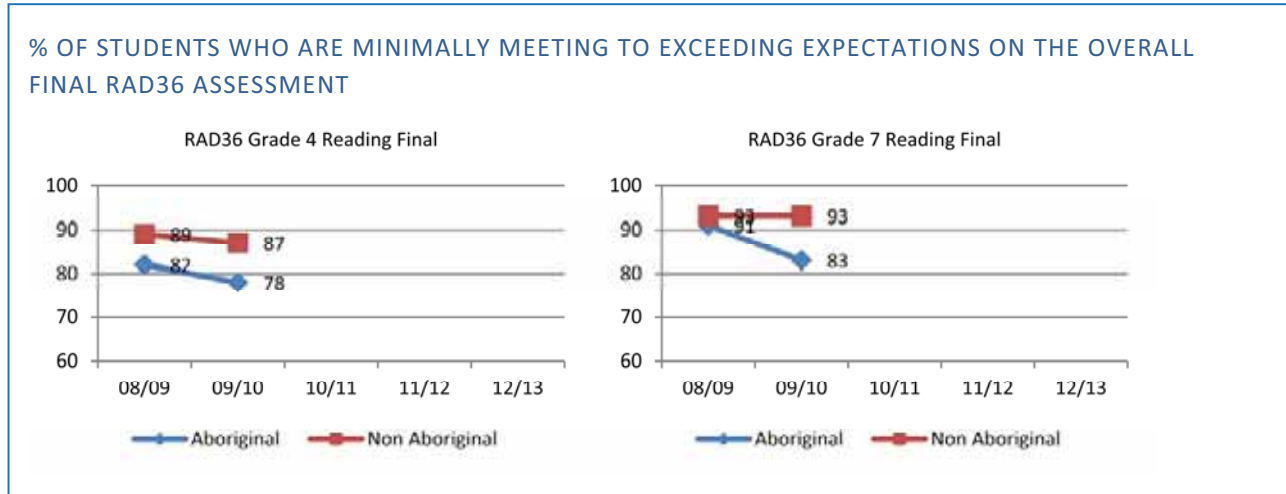
One year into the Enhancement Agreement it is encouraging to see some improvement, but with two years of data, making observations and seeing trends is challenging.

LITERACY RESULTS

Aboriginal student results on the Foundation Skills Assessment (FSA) show improvement in the % meeting expectations in Grade 4 Reading and Writing and Grade 7 Writing, with a small decline (1%) in Grade 7 Reading. The participation rate for Aboriginal students was about 6- 11% less than the 88 to 91% of Non-Aboriginal students who participated in the FSA. There were 221 Aboriginal Students in Grade 4 and 260 in Grade 7 who wrote FSA.



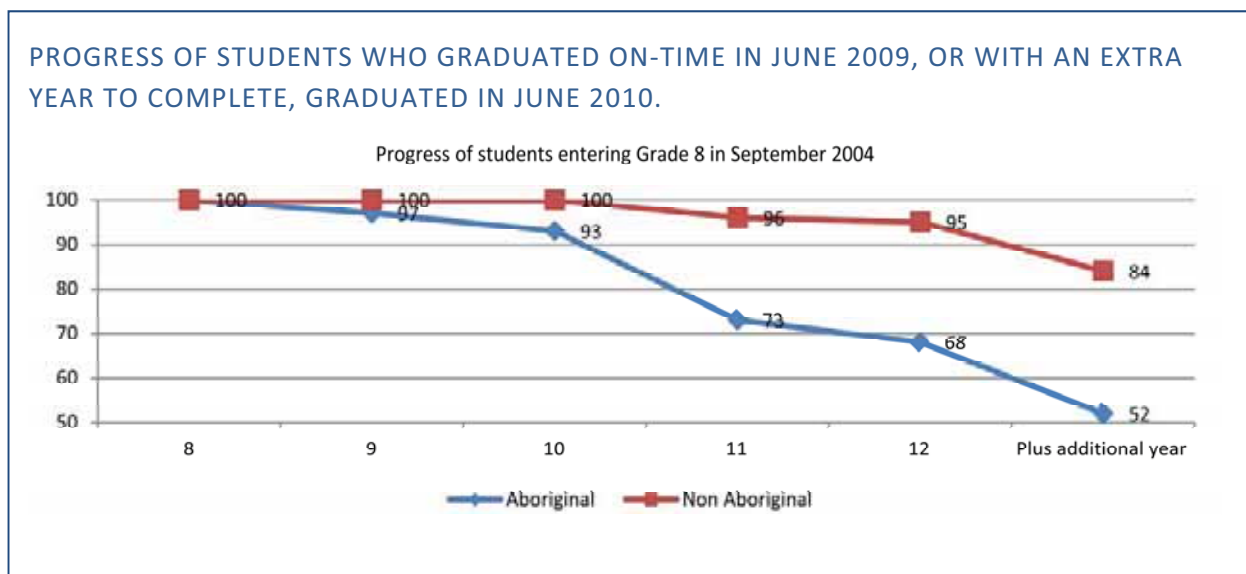
Aboriginal student results on the district developed reading assessment (RAD36) show that the percent of students who meet expectations declined at grade 4 (4%) and at grade 7 (8%). The problem with interpreting this evidence is that this represents a very small number of Aboriginal students. Only about 30% of Aboriginal Students had reported scores for 2009/10 RAD36 at each grade level.



STUDENT PROGRESS TO A HIGHER GRADE

For all students, each grade and year present unique challenges. For Aboriginal Students, the proportion making a successful transition to the next grade drops off more rapidly compared to Non Aboriginal students. Looking at the progress of the cohort of students entering Grade 8 in 2004, a large gap can be seen by grade 11.

The proportion of Aboriginal Students who successfully complete within 6 years of beginning Grade 8 for the first time (52% Completion Rate) is lower than for Non Aboriginal Students (84%). It should be noted that Aboriginal Students who are able to make a successful transition to grade 12, graduate from secondary school (94%, 2008/09) at the same or higher rate as All Students (93%, 2008/09).



Looking at the Transition Rate over the past 3 years, improvement can be seen. This reflects attention paid to the transition between Grade 10 and 11, which improved by 12% over 2008/09 from 71% to 82%.

Transition Rates: Percent of students making successful transitions to a higher grade							
Year	Group	6+	7+	8+	9+	10+	11+
2009/10	Aboriginal	98%	98%	91%	91%	82%	83%
	All Students	97%	98%	97%	97%	94%	93%
2008/09	Aboriginal	97%	96%	88%	82%	71%	79%
	All Students	97%	98%	97%	96%	91%	92%
2007/08	Aboriginal	96%	97%	85%	84%	66%	76%
	All Students	97%	98%	96%	96%	90%	90%

ARE WE CONSIDERING THE WHOLE ABORIGINAL CHILD?

A research project was initiated by the Aboriginal Education Department which looked at the academic trajectories of students who did not complete high school within 6 years (drop-outs). Evidence showed that there are many factors that contribute to students not completing secondary school. Aboriginal Students tend to be over represented in Learning Disabled, Social or Behavioural categories. This was the case for those Aboriginal Students who did not complete, many had been suspended or had low academic achievement. Some students had attended many schools which is also linked to lower completion rates. These factors can lead to low academic success and often suspension from school.

The district has established an Aboriginal Teacher Advocate for each Aboriginal student at 14 secondary schools and one learning centre to better understand the reasons behind these factors and how individual student progress can best be supported. The Teacher Advocates participate as part of an Aboriginal support team, consisting of an administrator, counsellor, resource teacher, and Aboriginal worker to create wrap around support services to ensure all Aboriginal Students are identified and that their academic, social and emotional needs are met. The hope is that this will promote a positive relationship that will empower the learner and support graduation.

WHAT'S HAPPENING WITH OTHER MEASURES OF ABORIGINAL STUDENT SUCCESS?

- Attendance: This remains an issue, since frequent absences are associated with academic difficulties and non completion. Planned interventions to reduce absenteeism include individual support and follow up, particularly in the earlier grades.

For 2009/10, attendance by grade 9 Aboriginal Students was particularly strong, with over 66% missing less than 10 days of school and 85% missing 20 or fewer days.

- Getting the message out to ALL students and staff about Aboriginal history, traditions, and culture and increasing the sense of belonging for Aboriginal Students through leadership and cultural activities is a priority.

Over 42,000 students, representing over 60% of the total district enrolment, attended 1,495 presentations on Aboriginal culture. Students visited museums, galleries, and sites of interest. Aboriginal Students took on leadership roles at the Graduation Ceremony, Aboriginal Fun night, Powwows at schools, and National Aboriginal Day.

- Development of curriculum resources with Aboriginal content.
These include resources for school libraries, software to support guided reading, graphic novels, art and story telling initiatives, and the creation of an Aboriginal Student Writing Anthology. One secondary school created an art piece entitled 'The Seven Sacred Teachings' and a CD to go with it, to be presented throughout the school district.
- Opportunities to take coursework with Aboriginal content such BC First Nations 12.
This course continues to draw about the same number of students as in prior years.
- Exciting events and initiatives to engage Elders with Aboriginal and non Aboriginal Students, staff, and school communities
Thirteen schools benefited from the Elder-In-Residence program. Events such as raising of the Metis Flag, Digital Storytelling, Fine Arts, Aboriginal Cultural Awareness Days / Week, and many traditional opening and closing ceremonies took place.
- Recognition of the role of Aboriginal family in student success, including the extended family, continues to be of great importance for personal reliance and a strong community.
We are pleased to see many parents attending events and participating in their child's learning, especially in early learning.

EPILOGUE

The Surrey School District recognizes and values the uniqueness of Aboriginal history, culture and language and believes that all Aboriginal learners can experience success within public schooling. This report highlights our commitment to the alignment of services between the Aboriginal Education Department and district staff and the provision of a wrap-around approach for Aboriginal learners at their schools. Success can only be achieved when it is understood that all stakeholders share responsibility for the academic, social, and emotional well-being of the Aboriginal student.

The district remains committed to Aboriginal student success and we continue to work towards closing the achievement gap between Aboriginal Students and their non-Aboriginal peers. This commitment is reflected in the Board goals for last year and for 2010/11 which include strong district support for Aboriginal Students and the goals of the Enhancement Agreement.

In setting out these measures for Aboriginal success, it is our sincere hope that this report will be of value for parents and community members, and for district staff and others. We recognize that success for the Aboriginal community cannot be fully described by a small number of indicators, which by their limited scope may fail to capture much of the richness of the Aboriginal experience of learning. We wish to express our appreciation to the Aboriginal community for their commitment to generously share their knowledge and be active partners in the education of their children. These shared actions enrich us all and for this, we thank you.

DISTRICT AND COMMUNITY LITERACY PLAN

Reflections on the 2010 – 2011 Year

1. Community Context

- a. *What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?*

The communities of Surrey and White Rock have continued to grow and to become increasingly ethnically diverse. Surrey gains over 1000 new residents each month, including refugees who often have very few literacy skills in their own languages and are struggling to cope with their new country. Surrey and White Rock together now contain an estimated population of almost 500,000 people living in a total area of 328 square kilometres. Greater need for literacy support coupled with reduced funding has increased the challenge for organizations to meet the communities' literacy needs. However, both the School District and Surrey Libraries continue to maintain the same high level of delivery of literacy services to their clients.

Supporting literacy learning for all students remains a priority for the Surrey School District. As the largest district in the province, it is one of the few that continues to increase in size each year. As stated in the Board of Education's goals, particular emphasis has been placed on supporting Aboriginal students, students who have special needs, English Language Learners and those students who are disadvantaged by poverty or other barriers to learning. In addition, significant efforts are being made to help parents support their children in their learning through a variety of family literacy initiatives.

Addressing literacy issues has been, and continues to be, a focus for the City of Surrey. The City of Surrey and Surrey Libraries, in conjunction with their community partners, continue to work on achieving the 43 recommendations identified in the Learning for Life Strategy which came out of the Mayor's 2006 Task Force on Literacy and Early Childhood Development. Work on some of the recommendations is complete while others entail an ongoing commitment and review.

The over 100 organizations involved in providing support for literacy continue to look for creative ways to work together to address the needs of our citizens. The organizations that provide literacy services (mainly English language learning) as well as settlement services and employment programs have spent much of their time crafting funding applications and seeking partnerships in order to continue receiving federal funding for language training, settlement and employment programs. The ELSA funding was not renewed for some of the major providers –learners will not be able to find all the services they need through a single agency anymore. Staff skilled in teaching English have been laid off.

2. Task Group

- a. *Who takes part in the task group?*

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The Surrey White Rock Community Literacy Implementation Team is comprised of core members from the School District, Surrey Libraries, Kwantlen Polytechnic University, Community non-profit organizations, the Board of Trade and members of the community at large. The core team members are very committed to literacy but the complexities of their daily work limit the time they have available to give to the team.

b. How is the work of this group organized?

This core team meets on an “as needed” basis in person and is kept apprised of literacy issues and events through email communication. Twice a year Literacy Roundtables are held and the invitation to attend is extended to all interested organizations. This year attendees learned about the results of a Family Literacy Program study conducted in Surrey schools by UBC and were introduced to Surrey and White Rock’s proof of concept for a Volunteer Adult Tutor Program. At these Roundtables there is also the opportunity to share information about each other’s literacy work.

3. Community Development and Literacy Collaboration

a. What are the important collaborations that have taken place to support literacy and the work of the task group?

Significant collaborations among agencies delivering literacy services have occurred this past year. Some of the many collaborations that occurred are described below.

- Options Community Services (OCS) developed Early Childhood Resource lending library/manipulative kits which they make available to early childhood professionals living, working or studying in Surrey, Delta or White Rock. OCS collaborates with every child care facility in Delta, Surrey and White Rock as well as with Parks and Recreations Programs, StrongStart and Family Resource Programs to allow access to their lending library kits. These kits provide access to resources that are appropriate to the literacy development needs of the learners as well as being inclusive of the multicultural community. OCS also works with the Surrey Libraries, the South Asian Task Force, Neighbouring Faiths, and Make Children First.
- “Surrey Kids Read” is an example of just one of many collaborative literacy projects that Surrey Libraries are involved with. Held at Guildford Mall, this event promotes awareness of the importance of early learning and its role in preparing children for success at school. Surrey Libraries work with SD36, Guildford Mall and the Surrey Leader Newspaper to organize and fund the event. In addition, the Office of Early Learning and Care, the Learning Disabilities Association, Fraser Health, Surrey Parks and Recreation and Options are all involved and sponsor information tables where families can learn about some of the many services the community offers.

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- Umoja Compassionate Society and Progressive Intercultural Community Services Society (PICS) both worked with partners to deliver literacy programs to immigrant and refugee women. Umoja worked with DiverseCity and Options Community Services for cross referrals and best practice strategies. PICS partnered with Surrey Women's Centre for referrals to their program. Both Umoja and PICS became aware of the similarities of their client base and the programs they are offering. This creates greater likelihood that they will consider partnering and supporting each other in the future.
- The Surrey Association for Community Living partnered with SD 36 and Surrey Libraries to deliver a unique pilot project for adults with developmental disabilities. The school district provided a classroom at Frank Hurt Secondary for the students to learn in and the teachers there collaborated with the teachers for the adults with developmental disabilities. Both groups benefitted from the professional exchange of ideas and experiences. Although funding for the project has run out, the school is left with a library of resources for learners with developmental disabilities.

Surrey Libraries instituted a Library Hour for Adults with Developmental Disabilities and continues to build their resources for this group of clients.

- Alexandra Neighbourhood House in White Rock worked with community professionals to offer a unique opportunity to immigrant youth to express their world in pictures and words.
- The Aboriginal Department of SD36 collaborated with the Kekinow Housing Society to deliver Family Literacy programs to pre-schoolers and their care-givers. The Aboriginal Helping Teacher visited each of the five Kekinow Complexes to deliver a specially designed program and provide families with culturally appropriate books.
- Surrey Libraries, SD36 and Kwantlen Polytechnic University collaborated to develop a "Proof of Concept" for a one-on-one Adult Volunteer Tutor Program. The program will begin in September 2011. It is hoped that this will become a legacy project for the Implementation Team and that it will continue to expand beyond the proof of concept stage.

b. What are the essential ongoing collaborations?

In Surrey and White Rock we are fortunate that Surrey Libraries and School District 36 have worked, and continue to work closely together with each other. As well, both have a history of outreach and collaboration with many non-profit and service agencies in the community. Through their work they are able to encourage connections between agencies and groups that might not otherwise occur.

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c. What makes collaborations work well?

Successful ongoing collaboration occurs when all parties involved have a common purpose, when all parties can benefit from the collaboration and when the competition for funds is taken out of the equation. In addition, there needs to be mutual trust and respect and time to do the necessary groundwork.

4. Goals and Actions for the Current Year:

a. What priorities, goals or objectives have you addressed this year?

The Implementation Team undertook a goal setting exercise in spring 2010. At that time they identified two high priority strategies, six medium priority strategies and six low priority strategies. A number of actions for addressing these priorities were also suggested.

When the Implementation Team reconsidered this plan in the fall of 2010 they recognized that they would not be able to achieve all that they had earlier identified as important. They decided to focus on the high priorities first and address as many of the medium priorities as possible. Further, the team recognized that some of the strategies suggested for achieving the goals might need to be changed or reconsidered. It was also recognized that circumstances sometimes arise over the course of a year that can lead to further alterations in the plan.

What actions were taken to reach these? What organizations and groups participated in these actions?

Some of the actions undertaken to address the identified priorities and the organizations involved in those actions are summarized in Appendix A. Given the size of Surrey/White Rock it is very difficult to be aware of the work of all the organizations involved in literacy. It is likely that much more occurred that the Implementation Team is not aware of.

b. What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?

One of the main priorities of the Implementation Team was to involve the Aboriginal community as a partner in our literacy work. As a team we were successful in reaching out to Kla-how-eya and having them join our group. Some of our literacy implementation funds went to support their literacy work. Unforeseen circumstances, including illness of key members at Kla-how-eya, have meant that they have not yet been able to complete their planned projects. Kla-how-eya is an important new member of our Implementation Team and we will continue to look for ways to help them achieve their literacy goals.

Although it was identified as ‘medium priority’, establishing an Adult Volunteer Tutor Program had been a dream for a number of years. There is a clear need for a program of this nature for our communities. Establishing one became a high priority as a legacy project that could have

DISTRICT AND COMMUNITY LITERACY PLAN

the potential to continue and to expand in the coming years. It became clear that although the team members were very supportive of the idea, none had the means to support it financially. Thus, creative ways to move forward had to be found. It was agreed to set aside some funds from the community literacy funds to develop a proof of concept for a Volunteer Adult Tutor Program. An experienced adult educator was contracted to develop a curriculum and help design a program. Appendix B contains the details of the proof of concept phase of the Volunteer Adult Tutor Program. This project became the major focus of our work this year.

5. Indications of Success:

a. How do you know that actions taken are working to support literacy? What impact have literacy initiatives had? It is important to include samples to illustrate the impact.

The responses of community members and literacy providers involved make it clear that our actions have made a positive difference in their lives. Here is a sampling of their reactions from the various demographics impacted:

- Users of the mobile literacy kits assembled by Options were very pleased to be consulted on their needs and the learners were very appreciative of having access to respectful and age-appropriate ESL and cultural resources.
- Aboriginal parents commented on the Native content books, “I wish I had these when I went to school”. Parents talked about reading to their children and how they enjoyed doing so. One parent commented, “I think I will cut the cable and just read to my kids.”
- An adult learner with developmental disabilities commented, “I thought I was the only one in the world with learning disabilities but I’m not, so that’s a relief. I read my first novel in this class.”
- Seniors and refugees participating in ESL programs were given experiences that provided them with daily living skills and helped them feel more comfortable and at home in Canada. They expressed greater self-confidence and willingness to communicate with native Canadians.
- Immigrant youth were able to use photography to help them share how they see the world and increase their written and verbal communication skills at the same time.

Statistics also indicate that our literacy initiatives are making a difference.

- Over 1500 people attended the “Surrey Kids Read” event at Guildford Mall.
- 49 developmentally disabled adults took part in a pilot learning project that made a big difference in all their lives.
- 90% of the surveyed participants in the Umoja program rate their literacy improvement at good and above.
- Seniors and refugees participating in PICS programs report a high degree of satisfaction with the experiences provided to them.

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- The coordinator of the pilot project for developing literacy skills for adults with developmental disabilities has been nominated by the Mayor's office for the Canada Post Community Literacy Awards.

c. What are the things that support literacy work?

Literacy work is no different from any other enterprise. It requires dedicated, knowledgeable champions who need the time and the financial means to draw attention to the issues and propose solutions.

6. Challenges:

a. What are the difficulties?

Non-profit agencies and organizations involved in delivering literacy services are required to expend an inordinate amount of time and energy writing grant proposals and responding to RFPs in order to keep their valuable programs going. Frequently they are competing for the same funds and this discourages rather than encourages collaboration.

b. What would help?

Stable, long-term core funding tied to proven results would lessen competition among agencies and free them to truly collaborate with other. Communities need the freedom and autonomy to design programs to meet their unique circumstances.

For the Coming Year:

a. Are there new opportunities, challenges, or issues in your community? How will you respond to those?

Although not a new challenge, one constant for the communities of Surrey and White Rock seems to be rapid population growth and the increasing ethnic diversity of our population. We need to be alert to issues as they arise and responsive to the needs of our changing demographics.

As a team it is our intention to re-consider our Community Literacy Plan goals in the fall and determine any other priorities in addition to our main goals described below.

The size of our communities also presents a huge challenge in keeping abreast of the many literacy opportunities available and the diverse organizations delivering them. It is important that we find a 'connector' or 'hub' that will help us more easily identify the synergies in our work.

DISTRICT AND COMMUNITY LITERACY PLAN

- b. What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?*

Working closely with the Aboriginal organizations in our community remains a high priority goal for the Implementation Team. We recognize that progress in this area will likely be measured in small increments and we understand the need to be culturally sensitive in what we do. Nevertheless, we are hopeful that we will be able to expand the ways that Aboriginal and non-Aboriginal organizations work together to improve literacy outcomes.

Our other main focus for the upcoming year is to implement the proof of concept phase of our Adult Volunteer Tutor Literacy Program. We hope that success will enable us to secure ongoing funding for this initiative so that we can not only continue but expand the program. We believe that such a program is very much needed in our communities. We also believe that having the Literacy Outreach Coordinator function as the Volunteer Tutor Coordinator will make it easier for the Literacy Coordinator to keep in touch with the various agencies as they refer clients to the tutoring program. We hope that this dual role will make it easier for the coordinator to play the role of literacy 'connector' for organizations.

- c. What will be required to meet the goals and effectively employ actions for the coming year?*

Since our goals are literacy goals they need the same support as our literacy work – dedicated, knowledgeable, goal-oriented individuals with the time and means to make things happen.

DISTRICT AND COMMUNITY LITERACY PLAN

Appendix A: Community Literacy Progress Report

Strategy	Actions Undertaken	Participating Organizations
<p>High Priority</p> <p>Continue conversations with the Aboriginal community to identify literacy needs and the best way to meet them; offer to participate in joint learning and essential skills programs with other institutions</p>	<ul style="list-style-type: none"> • Meetings with SD 36 Aboriginal Department • Meetings with Kla-how-eya (ED and assistant) • Regular phone & email contact to keep Aboriginal contacts apprised of Implementation Team’s work • Personal invitations to meetings resulting in representative from Kla-how-eya attending team meetings • Kla-how-eya’s Literacy Needs Assessment project supported by literacy funds (ongoing) • Kla-how-eya and Library partnered on Teen Reading Buddies project (ongoing) • Encouraged and financially supported SD 36 and Keginow Housing Literacy Project 	<p>SD 36 Aboriginal Department, Kla-how-eya, Keginow Housing Association, Surrey Libraries</p>
<p>Support existing community hubs (e.g. community school partnerships, Early Years Centre, youth hubs)</p>	<ul style="list-style-type: none"> • Supported C-SP “Circle of Friends” program (SD36) • Supported literacy projects of various community organizations 	<p>Options Community Services, SD36, Kla-how-eya, Alexandria Neighbourhood House</p>
<p>Medium Priority</p> <p>Hold periodic community literacy roundtables with literacy partners to support</p>	<ul style="list-style-type: none"> • Roundtables held in November and May • Literacy work progress shared 	<p>SD 36, Surrey Libraries, Options, Douglas College, Kwantlen</p>

DISTRICT AND COMMUNITY LITERACY PLAN

<p>communication & future collaboration</p>	<p>informally among attendees</p> <ul style="list-style-type: none"> • Presentations on Intergenerational Literacy Program Research and on Adult Volunteer Tutor Program 	<p>Polytechnic University, PICS, Umoja, Surrey Board of Trade</p>
<p>Support and enhance successful early literacy programs</p>	<ul style="list-style-type: none"> • Worked with Options Community Services to expand their mobile literacy learning libraries, which in term impacts many other service organizations 	<p>Options, Surrey Libraries</p>
<p>Collaborate with businesses and workers to create an action plan using literacy as a strategy to address productivity, beginning with reading, writing and communicating in English</p>	<ul style="list-style-type: none"> • Pacific Community resources is working with community partners to develop a Literacy and Essential Skills curriculum for community use 	<p>Pacific Community Services, South Fraser Community Services. Phoenix Society, Douglas College, Surrey Libraries, SD36, Literacy BC</p>
<p>Create a volunteer-based tutoring programs for adults learning to read, including a training component for volunteers, in collaboration with Kwantlen</p>	<ul style="list-style-type: none"> • This became a major focus. The project charter is attached as Appendix B 	<p>Surrey Libraries, KPU, SD 36 Invergarry</p>
<p>Work with decision-makers at cities of Surrey and White Rock on strategic advocacy with senior levels of government on behalf of Surrey and White Rock learners</p>	<ul style="list-style-type: none"> • Position paper developed by community partners advocating for increased funding for education in Surrey and dedicated to raising awareness of the importance of education to the business community 	<p>Surrey Board of Trade, City of Surrey, SFU, KPU, SD36</p>

Appendix B: Adult Literacy Volunteer Tutor Project

Purpose of this Document

This document defines the READ Surrey/White Rock Adult Literacy Volunteer Tutor Project in terms of goals, objectives, scope, stakeholders and major deliverables, and it describes how the project will be organized and managed.

1. Project Purpose

The purpose of this project is to develop a proof of concept for a one-on-one tutoring program for adult learners in the Surrey White Rock area, using volunteer tutors. If the proof of concept is successful and the program continues, the possibility of expanding to include additional students/tutors and additional sites will be considered.

2. Introduction/Background

Asset research conducted for The Community Literacy and Essential Skills Plan for Surrey White Rock identified a relative lack of learning services to address the needs and challenges of adults struggling with basic literacy. (See page 23 of the Community and Essential Skills Plan for Surrey/White Rock).

Further to this, at a planning session in April, 2010 the Implementation Team identified the following priority:

“Create a volunteer-based tutoring program for adults learning to read, including a training component for volunteers, in collaboration with Kwantlen.”

3. Objectives

The objective of this project is to develop a community-based volunteer tutor program that is flexible, responsive to local needs and sustainable. Key considerations addressed included :

- What is our stated purpose and mission?
- Who are the target audiences (tutors and learners)
- How will the target audiences be identified?
- What will be the benefits to clients and the community from this program?
- What is required to sustain this program beyond the proof of concept stage?
- What is the time frame for this project? At what point do we assess the program?

It was decided that the initial target clients for the sample project be English speaking, non-learning disabled adults for whom there are currently few services available and that the proof of concept phase involve approximately 10 learner/tutor pairs.

DISTRICT AND COMMUNITY LITERACY PLAN

4. Scope

4.1 In Scope:

The proof of concept project includes the following main components:

- a. Identifying and assessing learners and tutors
- b. Developing and delivering curriculum for training adult tutors
- c. Matching tutor/learner pairs
- d. Providing resources and space for tutor/learner pairs
- e. Monitoring and supporting tutor-learner activities and progress
- f. Establishing risk management procedures
- g. Evaluating the success of the pilot with an eye to the future

4.2 Out of Scope:

The proof of concept will not address:

- a. Learners with special needs such as learning disabilities or ESL
- b. Acquiring funding to sustain the program beyond the initial phase
- c. Hiring personnel to sustain the program beyond the initial phase

5. Approach and Timeline

Kwantlen Polytechnic University, SD36 Invergarry Campus and the Surrey Libraries have partnered to develop and deliver the proof of concept project. The estimated start for the project is September 2011. The proof of concept phase will continue until June 2012, at which time an evaluation of the project will be undertaken.

6. Major Stake holders and Deliverables:

The Proof of Concept Project will include the following:

Step	Milestone	Deliverable	Responsibility	Target Date
1	Developing a curriculum for training adult tutors	Curriculum Materials & Course Outline	Senga Fullam, Tutor Coordinator	May,2011
2	Recruiting & selecting tutors	Criteria & expectations of tutors, 'advertising' for and interviewing of tutors	Tutor Coordinator & partner organizations	Completed by September, 2011

DISTRICT AND COMMUNITY LITERACY PLAN

3	Identifying & assessing learners	Identify 10 English speaking adults with low literacy & no learning disabilities	Referrals from Invergarry , KPU and libraries; assessment by Invergarry and Tutor Coordinator, if needed	August/Sept. 2011
4	Delivering the tutor training	15 hours total, 5 sessions of 3 hours; location and time TBA	Tutor Coordinator	Sept. /Oct. 2011
5	Matching tutor/learner pairs	Interview questions for learner/tutors; Time/place for interview; matched pairs created	Tutor Coordinator	Completed by Oct. 2012
6	Identifying & providing resources & space for tutor/learner pairs	Literacy resources (books, paper, etc.) to be used in tutor sessions; Public space locations for tutoring to take place	Surrey Libraries, Invergarry, Kwantlen	May, 2011
7	Maintaining records of tutor/learner activities and progress	Database of tutors & learners; Regular reports on tutor/learner activities	Surrey Libraries ; Tutor Coordinator	Ongoing
8	Providing on-going support to tutor /learner pairs	Regular conversations with pairs, in-service workshops, new resources, recognition & celebration	Partner organizations, as appropriate	Monthly, from Oct., 2011 to June, 2012
9	Establishing Risk Management Procedures	Roles & Responsibilities documents, Criminal Records checks, etc.	Tutor Coordinator and Literacy Outreach Coordinator	May, 2011
10	Evaluating the success of the program	Program assessment tools; Report on pilot with recommendations for future;	Kwantlen, Invergarry, Surrey Libraries	June, 2012

DISTRICT AND COMMUNITY LITERACY PLAN

If the proof of concept is successful, it will be necessary to acquire funding to sustain and possibly expand the program. We will likely want to develop a web presence to provide information about the program to organizations who may be interested in referring potential learners or tutors.

7. Budget

Budget item	Approximate cost	Funder
Curriculum Development	\$10,000	Community Literacy Grant
Tutoring Materials (adult literacy level books, workbooks, paper, pens, computer access, etc.)	\$1000 & In Kind (computer access)	Sd 36, Surrey Libraries, Kwantlen
Photocopying expenses	In kind	SD 36 & Surrey Libraries
Curriculum delivery and tutor/learner identification/matching costs	\$3000	Community Literacy Grant
Tutor/learner support (Oct., 2011 – June, 2012)	\$16,000	Community Literacy Funds & Literacy Outreach Coordinator Funds

8. Links and Dependencies

This project is dependent on the following:

8.1 Issues and constraints: (Short term and long term)

- a. Will we be able to identify 10 learner/tutor pairs that fit our criteria?
- b. Will we have ongoing funds to sustain the program beyond the proof of concept?
- c. What happens with tutor /learner pairs if the long term program does not go ahead?

8.2 Assumptions:

- a. The current partners are able to commit to a longer term project if the proof of concept is successful.
- b. This program will provide a lasting benefit to the community.

DISTRICT AND COMMUNITY LITERACY PLAN

9. Risk Assessment

The possibility exists that:

- a. One or more of the partners is unable to fulfill their role.
- b. We will not be able to secure sufficient funds to continue the project beyond the proof of concept stage.

10. Project Governance and Management

- a. Surrey Libraries will be the host agency and work in collaboration with the other partners.
- b. A major responsibility of the Literacy Outreach Coordinator will be to take on the role of Volunteer Tutor Coordinator. This will ensure funding for the proof of concept stage and will facilitate collaboration and communication among both the adult volunteer tutor project partners and the members of the Literacy Implementation Team as a whole.



School District No. 36 (Surrey)
District Literacy Initiatives

Literacy 2008 – 2011

Project: **Developing Readers**

Goals:

- Teachers will work together to create learning experiences that:
 - focus on the learning – to identify who is “getting it”, who is not, and what to do next
 - model and coach students to become independent readers who know how to co-construct meaning through all forms of text
- Teachers will understand the principles behind and interconnectedness of:
 - assessment for learning
 - differentiated instruction
 - gradual release model of instruction, and put these understandings into daily classroom practice so that learning experiences engage all learners

Supporting Differentiation:

- District workshops explore and support understanding of key components of a universal, targeted and intensive literacy program and how this impacts student learning (Biancarosa and Snow):
 - proficient reader research (Pearson, Allington)
 - assessment for learning (Black and Wiliam, Stiggins, Sutton)
 - differentiating instruction (Tomlinson, Hume)
 - gradual release model of instruction (Pearson and Gallagher)
 - student engagement (Wilhelm)

Embedding Quality Assessment:

- Teachers are supported to:
 - use ongoing classroom assessment to inform instruction (beginning with RAD, using AFL Online);
 - know each student’s developmental level through assessment to adapt instruction according to their needs;
 - use periodic summative assessment to determine effectiveness of interventions;
 - explore the “six practices” of AFL and what they look like in the classroom - minute by minute/day by day

Building Capacity:

- District structures:
 - two modules support teacher professional growth (Deeper Still and Inquiry into Student Learning)
 - “Opening Doors” (based on “Lesson Study” model) – three modules focus on lesson planning with clear learning intentions, collaborative teaching, observing, debriefing, and re-teaching for students who require targeted support
- School-based structures support ongoing, job-embedded professional development:
 - school team meetings coordinated and lead by team facilitators
 - “lunch bites” (invitations extended to all staff to explore instructional practices)
 - “opening doors” (see above)
 - professional reading networks – titles include: *Start Where They Are* (Hume); *Going with the Flow* (Wilhelm); *Strategies That Work* (Harvey); *Non-Fiction Reading Power* (Gear); *Reading With Meaning* (Miller); *Creating Independent Student Learners* (Clarke et al)

Collaborating Across the District:

- Classroom teachers (grades 1-12, cross-curricular)
- Non-enrolling teachers (LST, teacher librarian)
- Administrators
- Aboriginal Education Department
- 92 schools have been involved at various times since the project began in 2005/06.

Literacy 2008 - 2010

Project: **Making Connections** (An integrated literacy initiative for grade 7 and 8 teachers)

Goals:

- Teachers will explore the interconnectedness amongst best practices (differentiation, AFL, oral language, reading-writing connections) as they apply to content-area writing.
- Teachers will use quality assessment to address the needs of each learner and design instruction appropriate to those needs.
- Using a UBD model, teachers will collaboratively plan across grades (7 and 8), teach and observe student learning, and target further instruction according to student needs.

Supporting Differentiation:

- Teachers will...
 - assess students' prior knowledge and skill development to determine learning goals;
 - experience and practice different instructional innovations that support each student's writing in content areas;
 - engage in professional conversations that deepen their understanding of best practices. Resources include: *It's All About Thinking* (Brownlie and Schnellert); *Content Area Writing* (Daniels et al); *Inquiring Minds Learn to Read and Write* (Wilhelm et al.);
 - develop learning experiences that embed oral language opportunities to scaffold learning for all learners, with targeted support for Aboriginal students and reluctant/struggling readers and writers;
 - implement the gradual release of responsibility model of instruction to provide students with multiple entry and exit points in the development of their writing;

Embedding Quality Assessment:

- Teachers will...
 - collaboratively assess student writing using the aspect of "Meaning" in the BC Performance Standards;
 - use classroom assessment to guide their instructional decisions according to student needs, skills and preferences;
 - have multiple opportunities to deepen their understanding of the Six Big Practices of AFL, with an emphasis on descriptive feedback and criteria;
 - engage in professional conversations as they embed AFL practices into daily practice. Resources include: *Formative Assessment in the Secondary Classroom* (Clarke); *All about Thinking* (Brownlie and Schnellert)

Building Capacity:

- Year one focus: reading, writing and oral language are linked to support student learning; instruction is shaped by ongoing formative assessment
- Year two focus: collaborative process of inquiry (using "Lesson Study" framework) with clear learning intentions, collaborative teaching, observing, debriefing and re-teaching for students who require targeted support.

Collaborating Across the District:

- Nine secondary schools with 12 grade 8 classrooms and Aboriginal support teachers
 - Earl Marriott, Fleetwood Park, Frank Hurt, Johnston Heights, Kwantlen Park, North Surrey, Panorama Ridge, Princess Margaret, Queen Elizabeth
- Eleven elementary schools with 12 grade 7 classrooms and LST teachers
 - Brookside, Chimney Hill, Dogwood, Hillcrest, Hyland, JT Brown, Lena Shaw, Mountainview, Riverdale, Senator Reid, Woodland Park
- Helping Teacher Team – Literacy and Aboriginal Education

Literacy 2008 – 2011

Project: LLL (Language, Literacy and Learning) and LLL Summer Project

Goals:

- building language skills in all students with an emphasis on our most vulnerable learners at Kindergarten level in our inner city schools
- encourage learning and thinking through cognitive development
- provide opportunities for departments to work collaboratively to facilitate a wraparound integrated service
- reinforce the principle of oral language development being the foundation for literacy development
- reinforce the principle of purposeful play as a key component of an early learning program
- providing support for at risk or potentially at risk students promotes increased success for all students

Planning for Differentiation:

- universal design principles emphasized and used to structure the learning environment during center times: independent learners are allowed to work alone, the teacher can assist in small groups, or target instruction to those students who need to be taught in different ways or need more repetition
- Early Literacy teachers provide intensive oral language development support during center times; or guided reading support to students who need to be challenged
- team training and distribution “Links to Literacy” program focuses on phonemic awareness which is a key component of literacy development and readiness
- “Links to Literacy” program provides for whole class, targeted small groups and intensive instruction
- includes differentiated lessons which teach concepts using Aboriginal content
- “Talking Tables” program which supports oral language and vocabulary development through small group instruction

Assessment:

- Kindergarten Learning Project Continuum used as an Assessment for Learning tool to critically observe, oral language, social responsibility, numeracy, writing representing, and reading and viewing
- documentation of children’s growth in literacy and language skills as well as visible engagement in literacy tasks
- reports from Grade One teachers indicating a significant difference in literacy skills and socialization in new Grade One students indicate some goals are reached
- “Links to Literacy” program had a built in assessment for learning piece which improved teachers “kidwatching” skills
- ELPATS used as a pre and post assessment

Capacity:

- Aboriginal Department, Math Helping Teachers and Early Learning Literacy Helping Teachers as well as SLPs and Psychologists working collaboratively will facilitate a wraparound effect for students at risk
- dynamic and ongoing discussions through classroom visits by Early Learning and Aboriginal Literacy Helping Teachers
- training in “Links to Literacy”, “Talking Tables”, purposeful play, and literacy centers enhanced classroom practice
- including Aboriginal issues and Aboriginal content in presentations and workshops supported teachers with implementation of the Aboriginal Enhancement Agreement goals
- provided forum for informal discussions around implementing Full Day Kindergarten

Literacy 2008 – 2011

LLL Continued

Collaboration:

- ongoing collaboration between C&I Director & District Principal, Aboriginal District Principal, Early Learning and Aboriginal Literacy Helping Teachers through school visitations and meetings
- Teacher Librarians, Vice Principals, Principals, LST, Psychologists, Numeracy Helping Teachers, SLPs Kindergarten Teachers, Classroom Teachers, and Early Literacy Teachers were involved in planning and implementing program
- 2008-2009 – (5 schools involved, 15 teachers & 5 Admin.)
- 2009-2010 – (10 schools involved – 42 teachers & 10 Admin.)
- 2010-2011 – (12 schools involved, 46 teachers & 12 Admin.)

12 schools access Community Link Funding providing Literacy Teacher (.4 - .5 FTE)

SCHOOLS: (2008-2009)		SCHOOLS: (2009-2010)		SCHOOLS: (2010-2011)	
Bear Creek	Holly	Bear Creek	MJ Shannon	Bear Creek	Holly
Betty Huff	KB Woodward	Betty Huff	Old Yale	Betty Huff	KB Woodward
Georges Vanier		Bridgeview	WE Kinvig	Bridgeview	Lena Shaw
		Georges Vanier	Holly	Forsyth	MJ Shannon
		Lena Shaw	KB Woodward	Georges Vanier	Old Yale
				Hjorth Road	WE Kinvig

Project: **Humanities Department Heads**

Goals:

- Teachers will have multiple opportunities to:
 - deepen understanding of what quality assessment and instruction entails in an interdisciplinary context (i.e. Humanities);
 - share and discuss examples of best practices from their departments;
 - share and build upon ways to support colleagues to implement change.

Supporting Differentiation:

- Leadership days (full day) explore and support understanding of best practices including:
 - assessment for learning
 - differentiating instruction
 - student engagement, including reporting and grading practices that impact motivation

Embedding Quality Assessment:

- Teachers are supported to (all of the above plus):
 - explore the “six practices” of AFL and what they look like in the classroom - minute by minute/day by day;
 - lead conversations and move practice forward in their departments

Building Capacity:

- District structures:
 - after school meetings (2 times per year) focus on information sharing and professional conversations. Resources used to support learning include: *All about Thinking* (Brownlie and Schnellert)
 - 3 days collaborative planning and teaching focus on professional learning. Topics include:
 - 2010 – 2011: Two days on AFL with George, one day with Faye on supporting diverse learners
 - 2009-2010: Differentiating content using graphic texts (Celia Brownrigg, guest facilitator); Elements of student engagement (Mehjabeen Dato and Rick Fabbro, guest presenters)
 - 2008-2009: Understanding key concepts in the new ELA curriculum (two sessions with Faye Brownlie, guest facilitator)
 - 2007-2008: Exploring AFL practices (Kathleen Gregory, guest facilitator); Benchmarks of Historical Thinking (Peter Seixas, guest presenter)
 - 2006-2007: Assessment for Learning (George Clulow, guest facilitator)

Collaborating Across the District:

- Humanities Department Heads: Fleetwood Park, Fraser Heights, LA Matheson, Lord Tweedsmuir, Panorama Ridge, Princess Margaret, Tamanawis, Frank Hurt, Queen Elizabeth, (North Surrey to join in 2011-2012)

Project: **Department Head Meetings and Leadership Days**

<p>Goals:</p> <ul style="list-style-type: none"> ○ development of “community of learners” ○ liaison between District and individual secondary schools ○ information exchange ○ exchange of “best practices”
<p>Planning for Differentiation:</p> <ul style="list-style-type: none"> ○ ongoing discussion / exchange of “best practice” in DI ○ Leadership Day on student engagement
<p>Assessment:</p> <ul style="list-style-type: none"> ○ promotion of progressive practice in the area; i.e. study of “Assessment Paper”
<p>Capacity:</p> <ul style="list-style-type: none"> ○ representation from all Secondary schools, including Learning Centres and Surrey Connect
<p>Collaboration:</p> <ul style="list-style-type: none"> ○ Aboriginal Education Department ○ other Helping Teachers (Humanities) ○ outside speakers: George Clulow, Kathleen Gregory ○ Senior Management

Project: **Resource Consultation**

<p>Goals:</p> <ul style="list-style-type: none"> ○ needs-based support, allowing selection of engaging and appropriate classroom resources
<p>Planning for Differentiation:</p> <ul style="list-style-type: none"> ○ promotion of a wide range of resource types and of materials suitable for a range of ability levels ○ Leadership Day on graphic novels & new resources
<p>Capacity:</p> <ul style="list-style-type: none"> ○ varied – targeted support available on request (as to Fraser Heights, Tamanawis, Frank Hurt)
<p>Collaboration:</p> <ul style="list-style-type: none"> ○ Learning Resource review team ○ Aboriginal Education department ○ Teacher-Librarians

Project: **Provincial Exam Marker Training Sessions**

<p>Goals:</p> <ul style="list-style-type: none"> ○ professional development ○ reinforcement of progressive practice in summative evaluation ○ liaison between District, Ministry and schools
<p>Planning for Differentiation:</p> <ul style="list-style-type: none"> ○ as per Ministry requirement
<p>Assessment:</p> <ul style="list-style-type: none"> ○ as per Ministry requirement
<p>Capacity:</p> <ul style="list-style-type: none"> ○ 2010-2011 Social Studies 11 training sessions cohort: 8 teachers from 6 secondary schools: Enver Creek, Kwantlen Park, LA Matheson, Panorama Ridge, Princess Margaret, Sullivan Heights
<p>Collaboration:</p> <ul style="list-style-type: none"> ○ Ministry of Education trainers

Project: **StrongStart**

Goals:

- provide children with quality early learning experiences that are play-based in a rich literacy environment
- preparing them for future success
- connect families with their community, with resources, supports, and services
- provide an environment where families can learn new ways to support their children at home and school

Implementation:

- facilitators will provide modeling and support families to acknowledge strengths and provide guidance strategies when needed
- age appropriate activities and play equipment are provided so that children aged birth to 5 years can participate and become engaged in learning
- flexible program guidelines accommodate the needs of a very diverse, ever changing group
- individual program assessment is underway
- assessment is ongoing and informal as facilitator interacts with parents/caregiver and child
- Fall 2009 survey to assess learning needs of facilitators
- learning stories and pedagogical narrations have been introduced to honour and celebrate family competence

Capacity:

- physical space is a common concern
- rooms serve to accommodate other community programs
- all StrongStart programs and PALS programs are harmonized
- facilitators attend workshops on child development and the importance of play that enhances their practice
- online community established to promote discussions amongst facilitators
- facilitators attend after-school workshops on play with Kindergarten teachers

Collaboration:

- ongoing collaboration between C&I District Principal, StrongStart Coordinator, Early Learning and Aboriginal Literacy Helping Teachers through school visitations and meetings
- frequent site visitations by StrongStart Coordinator to respond to emerging issues
- 20 schools involved: 10 schools involved for three years (2008-2009, 2009-2010 & 2010-2011); 10 schools added year (2009-2010), 2 more schools will be added in (2011- 2012)

SCHOOLS: (2008-2009)		SCHOOLS added in (2009-2010)		SCHOOLS added in (2010-2011)
Bear Creek	Holly	Cedar Hills	Hjorth Road	MJ Shannon (program moved from Discovery)
Betty Huff	KB Woodward	Cindrich	Jessie Lee	
Bridgeview	Lena Shaw	Discovery	Martha Currie	
Cougar Creek	MB Sanford	George Greenaway	Panorama Park	
Forsyth Road	WE Kinvig	Georges Vanier	Westerman	

Project: **Welcome to Kindergarten**

Goal:

- o to prepare pre-school children for school and learning

Implementation:

- o WTK provides books with Aboriginal content
- o WTK targets all Kindergarten classes in all districts in the province
- o an annual evaluation to assess the impact of the program; school Administrator, teachers and parents complete perception surveys

Capacity:

- o each school participates in a school team workshop, a WTK bag of literacy resources is given to all incoming Kindergarten students in the spring
- o schools are encouraged to combine PALS Celebration session #10 with WTK event
- o 44 sites with years of involvement listed below

Collaboration:

- o Early Learning Literacy Helping Teachers collaborate with WTK staff and school teams to confirm numbers and support sessions as requested
- o school teams consist of Kindergarten Teacher, Administrator, and various other support staff

SCHOOLS: 6 years

Bayridge
 Cedar Hills
 East Clayton (moved to Clayton in 2010-2011)
 Lena Shaw
 MB Sanford

SCHOOLS: 5 years

Betty Huff	Harold Bishop	Maple Green	Sullivan
Cloverdale Traditional	Hjorth Road	MJ Shannon	TE Scott
Coast Meridian	Holly	Mountainview	WE Kinvig
Ellendale	Janice Churchill	Old Yale Road	William Watson
Forsyth	KB Woodward	Simon Cunningham (ENG & FRIM)	
George Greenaway	Latimer Road		

SCHOOLS: 4 years

Chimney Hill
 Frost Road
 Georges Vanier
 Hillcrest
 Hyland
 Prince Charles
 Strawberry Hill

SCHOOLS: 3 years

Jessie Lee
 North Ridge

SCHOOLS: 2 years

Bonaccord
 Senator Reid
 Sunrise Ridge

SCHOOLS: 1 year

AHP Matthew
 Henry Bose
 Kennedy Trail
 Kirkbride
 Riverdale (ENG & FRIM)
 William F. Davidson

Project: **PALS (Parents as Literacy Supporters)**

Goals:

- provide a culturally responsive literacy program
 - address the cycle of low literacy and low expectations within communities
 - provide a preschool intervention program
 - empowering parents through developing an awareness of literacy activities that foster literacy
 - development for their preschool children
 - enhance parent’s self-esteem
 - increased awareness on the part of parents as to the roles of literacy and the importance of literacy in their own lives
 - build relationships and a sense of belonging for families in the school community

Implementation:

- pilot Aboriginal PALS initiative targeting Aboriginal families at Strawberry Hill’s Kekinow Housing common room
- universal access for all families and extended families in the community who have preschool children
- recognition of overlapping learning influences of home, school and community, and avoiding as much as possible simply transposing school tasks to the home
- anecdotal reports from facilitators of parents’ growing knowledge and awareness of their children’s language and literacy
- anecdotal reports from facilitators of children’s growth in literacy and language
- enthusiastic reports from Kindergarten Teachers indicate that PALS promotes readiness and instils confidence in early learners
- dynamic and ongoing assessment through classroom visits by Early Learning and Aboriginal Literacy Helping Teachers

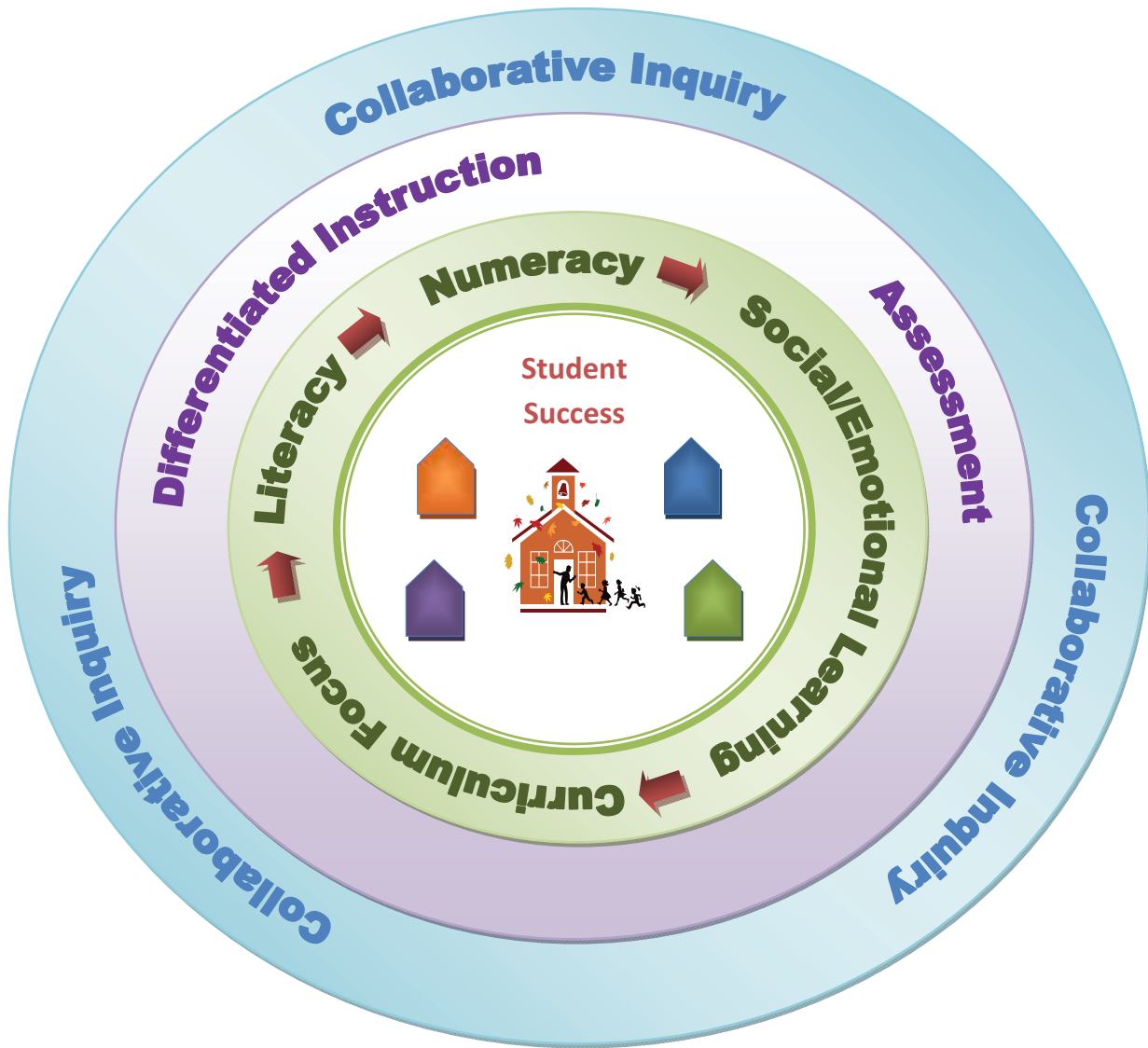
Capacity:

- harmonization of PALS and StrongStart and Ready Set Learn programs strongly encouraged
- ongoing support from Early Learning and Aboriginal Literacy Helping Teachers
- PALS conference on FirstClass for networking
- workshops on early childhood development
- SWIS workers involved in supporting PALS sessions
- orientation and touchback sessions facilitated by Helping Teachers and StrongStart Coordinator

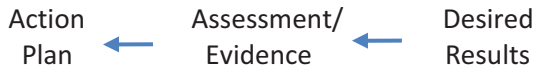
Collaboration:

- ongoing collaboration between C&I Director, Early Learning and Aboriginal Literacy Helping Teachers through school visitations
- Helping Teacher participation in debriefing sessions with parents/caregivers
- harmonization of PALS with StrongStart Programs in 12 of 20 schools
- Teacher Librarians, Vice Principals, Principals, LST, Kindergarten Teachers, Primary and Intermediate Classroom Teachers were involved in planning and implementing the program
- 15 schools involved for three years (2008-2009, 2009-2010 and 2010-2011)
- 14 schools involved for two years (2009-2010 and 2010-2011)
- nine schools involved for one year (2010-2011)

SCHOOLS: (2008-2009)		SCHOOLS added in (2009-2010)		SCHOOLS added in (2010-2011)
Bear Creek	Hjorth Road	Bonaccord	Martha Currie	Beaver Creek
Betty Huff	KB Woodward	Cedar Hills	MB Sanford	Dogwood
Bridgeview	Kennedy Trail	Cindrich	North Ridge	Dr. FD Sinclair
Cougar Creek	Kirkbride	Creekside	Panorama Park	Ellendale
Forsyth Road	MJ Shannon	Discovery	WE Kinvig	James Ardiel
Georges Vanier	Prince Charles	George Greenaway	Westerman	Latimer Road
Holly	Riverdale	Jessie Lee		Maple Green
JT Brown		Laronde		Old Yale Road
				TE Scott

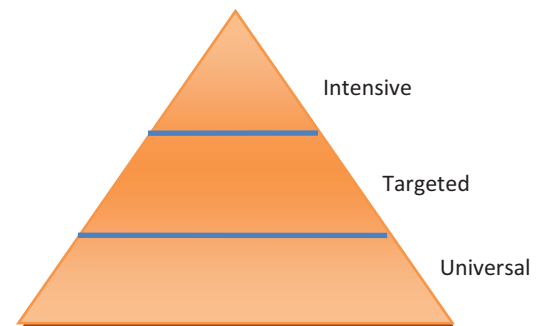


Planning Framework



Understanding by Design (UbD)

Conceptual Framework



Universal Design for Learning (UDL)

