



# **SUPPORTING ALL LEARNERS**

## **ANNUAL LEARNING REPORT**

SEPTEMBER 19, 2018

## SUPERINTENDENT'S NOTE

Dear Maple Ridge – Pitt Meadow School District Community:

Parents, educators and community members often want to know what progress our students are making and what we focus on and prioritize as a district. The *Supporting All Learners 2018* document, which will become an annual learning report, identifies district priorities and measures the progress we have made in achieving these priorities.

In this report, you will learn about a school in which teachers take a comprehensive, collaborative, and research-based approach to helping students improve their literacy skills. You will learn that this approach is well-supported not only by the school district but also through community structures and systems that we have developed, carefully and deliberately, over the course of several years.

The story of this success illustrates the transformative impact of skillful assessment, intervention and programming on student learning, and highlights the ways in which we can empower students by giving them the skills they need to move forward with confidence as learners. The focus in our school district is on improving student learning regardless of the relative advantages or challenges of any individual student.

The Maple Ridge – Pitt Meadows Board of Education has steadfastly supported our strategic plan, which identifies the following four pathways for staff to improve student learning and support the success of all our students: improved learning and assessment, social emotional learning, and literacy and secondary innovation.

We are developing a reliable data set for each of these four pathways, and have also brought in researchers who question our assumptions and guide our actions. We have sought out and implemented strategies to include all students, provided school-level supports and resources through well-trained and highly competent teacher leaders, and continue to make funding available for teachers and instructional support staff to engage in ongoing professional learning.

We have asked all departments and all schools across the school district to engage actively and collaboratively in this work.

Our data shows that our interventions are making a difference, and also shows us the areas in which we can continue to improve. We are very pleased to be involved in work that is already reaping such encouraging results for our students and look forward to building on these student learning successes.

We hope you enjoy reading our first annual *Supporting All Learners 2018* report.



Sylvia Russell

Superintendent of Schools



# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

## VISION

Our vision is for every individual to feel valued and for all learners to reach their potential.



## MISSION

Our mission is to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society.

## VALUES

### Responsibility to all learners

We believe that all individuals in our school district community have the capacity to learn and that we are responsible for supporting their learning.

### Uniqueness of each individual

We value the uniqueness of each learner and embrace diverse ways of learning. We foster a variety of instructional methods and provide support to all learners so that they can realize their potential.

### Diverse learning opportunities

We value choices for all learners, equity of access to all programs, and a holistic approach to learning. We encourage learning opportunities beyond the classroom. We support life-long learning.

### Culture and community

We celebrate our many cultures and seek ways to appreciate and embrace diversity. We encourage interdependence and collaboration within the school district community. We value community partnerships.

### Personal and social responsibility

We believe that a sense of belonging is at the heart of our school district community and is fundamental to the success of all learners. We are committed to acting as responsible stewards within our community. We cultivate a culture of care within our school district community, and seek to develop the leadership and citizenship capacity of all learners.

### High expectations for success

We value the ability of all learners to set high expectations for themselves and to describe personal success. We believe success is measured through credible evidence of learning and rigorous self-assessment. We are committed to supporting all learners in achieving personal success.

## INTRODUCTION

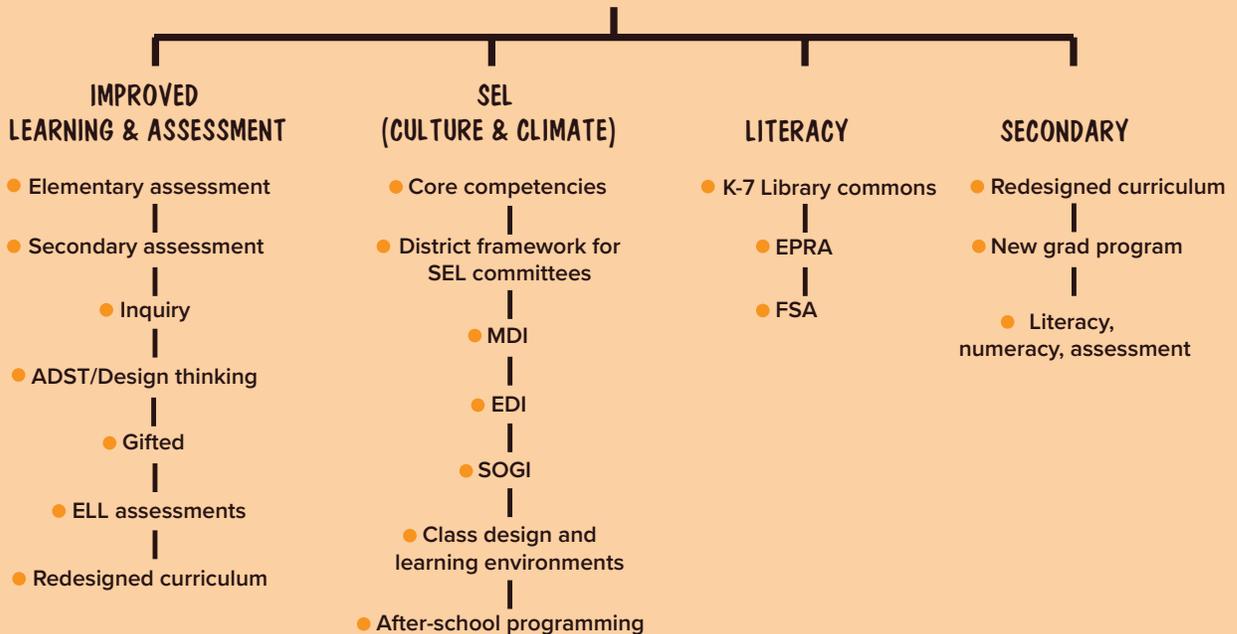
School District No. 42 meets the learning needs of approximately 15,000 students of all ages in Maple Ridge and Pitt Meadows, and is defined by its determination to keep student learning and growth at the heart of all its decisions.

All decisions made by the Maple Ridge – Pitt Meadows School District are guided by its vision and core values, and are based on research and consultation. Similarly, the district’s initiatives and resources are aligned to support its firm commitment to fostering a culture of care and belonging where the well-being and success of all learners is supported; providing intentional support for a growth mindset, collaboration, interdependence, and staff development; and being a forward-thinking, research-based, ethical, effective, efficient, sustainable and connected organization.

This document reflects a review of our strategic district priorities in support of all learners. These strategic priorities are guided by our vision, mission and values, and are also informed at school level by the growth planning process. The graphic below illustrates both our priorities and the areas where we have intentionally dedicated significant resources and support:

# SUPPORTING ALL LEARNERS

*Inclusion • Care & Belonging • Purpose • Aboriginal Principles of Learning • Core Competencies*





# Improved Learning & Assessment

## IMPROVED LEARNING AND ASSESSMENT

We are pleased with the success our students experience as they graduate from high school. While overall graduation rates are important, it is also important to consider more closely groups of students who haven't historically found success at school, including students with Aboriginal ancestry, students with learning disabilities, and students who struggle with mental health issues and/or display intense behaviours at school. In this section of our annual learning report, we provide graduation data about all students as well as data specific to these groups of students.

## DEMOGRAPHIC CONTEXT

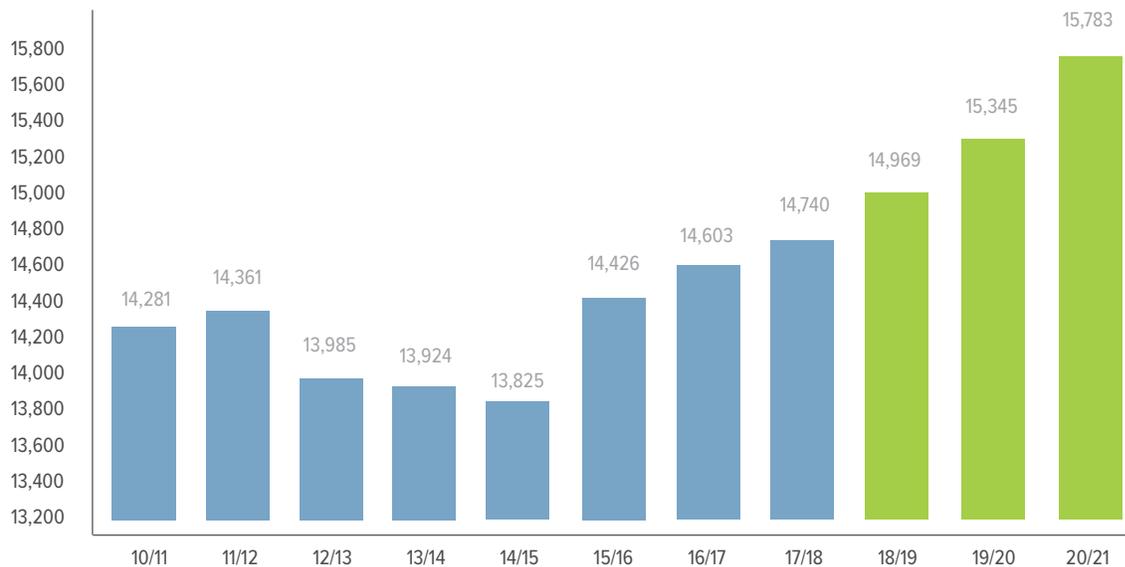
After successive years of declining enrolment through to the 2014/15 school year, the trend has shifted to growth in overall K-12 enrolment. The school district is forecasting continued growth through to the 2020/21 school year and beyond.

Demographic data for student population subgroups also indicates a parallel trend of growth over time in relation to Students with Aboriginal Ancestry, students receiving English Language Learner supports/services, and students with Level 1 and Level 2 Special Needs.

The data shows a trend of growth as well as an ever-increasing overall diversity in our student population.

## STUDENT ENROLMENT TRENDS AND FORECAST

The enrolment information presented below is based on actual full-year enrolment (regular, distributed learning, summer school, and adult learners) for 2010/11 to 2016/17, estimated enrolment for 2017/18 (actual for September and estimated February and May), and forecasted enrolment for 2018/19, 2019/20, and 2020/21.

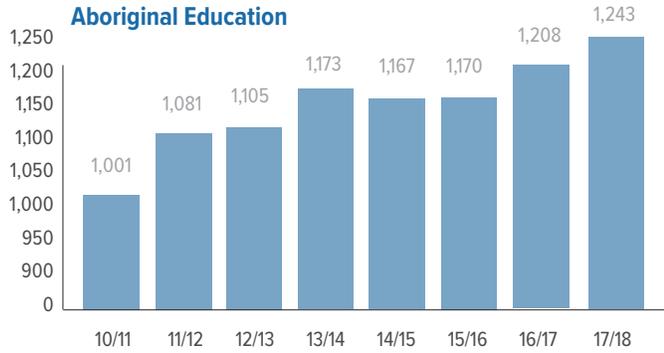


## NUMBER OF STUDENTS ACROSS ALL GRADES 2017/18

Student Group	K	1	2	3	4	5	6	7	8	9	10	11	12	Others	Total
All Students	1,125	1,055	1,120	1,100	1,129	1,107	1,163	991	1,087	1,076	1,144	1,105	1,325	547	15,074
Aboriginal Students	80	74	86	79	119	110	116	103	118	117	108	111	120	8	1,349
Students with Special Needs	50	65	70	105	129	157	186	154	213	196	188	181	230	-	1,924
English Language Learners	92	88	105	83	89	36	25	22	11	8	10	14	6	-	589

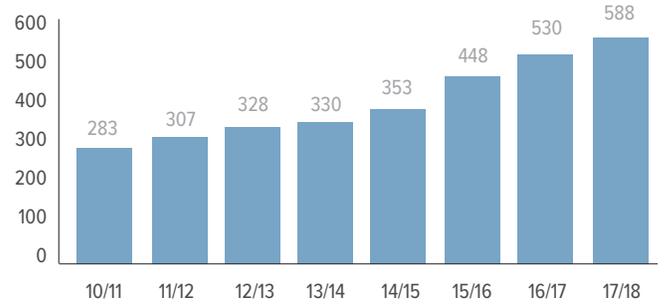
**ENROLMENT HISTORY:**

**Aboriginal Education**



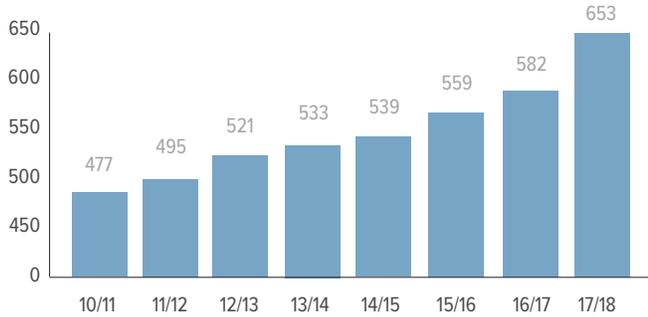
**ENROLMENT HISTORY:**

**English Language Learners**



**ENROLMENT HISTORY:**

**Students with Special Needs (Level 1 & 2)**



**ENROLMENT HISTORY:**

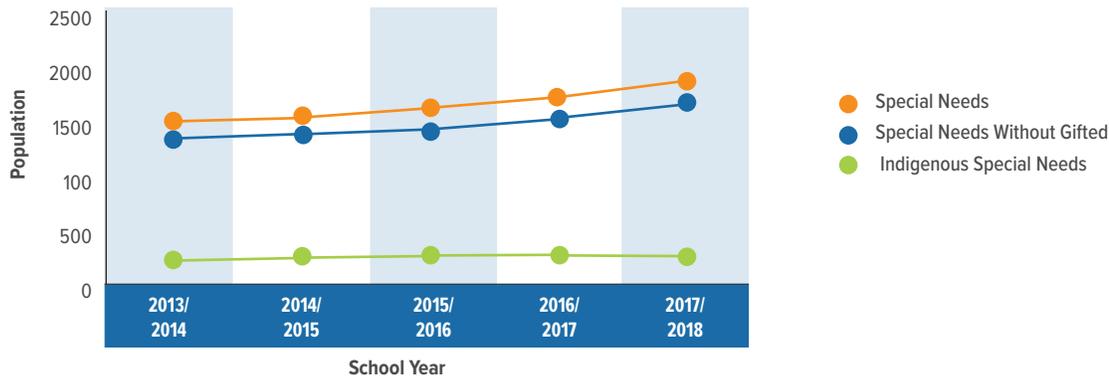
**Students with Special Needs (Level 3)**



Source: 2008/09– 2015/16 Funding Allocation System – Full Year and 2016/17 Interim Operating Grants December 2016. International education enrolment revised to reflect historical September 1701 counts.

**SPECIAL NEEDS (ALL MINISTRY OF EDUCATION CATEGORIES)**

**NUMBER OF STUDENTS WITH SPECIAL NEEDS IN THE MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT**



## COMPLETION RATES \*

\*Includes Certificate of Graduation and Adult Graduation Diploma

A review of six-year school completion rate data shows positive trends for *All Students* and particularly for both *Students with Aboriginal Ancestry* and *Students with Special Needs* subgroups.

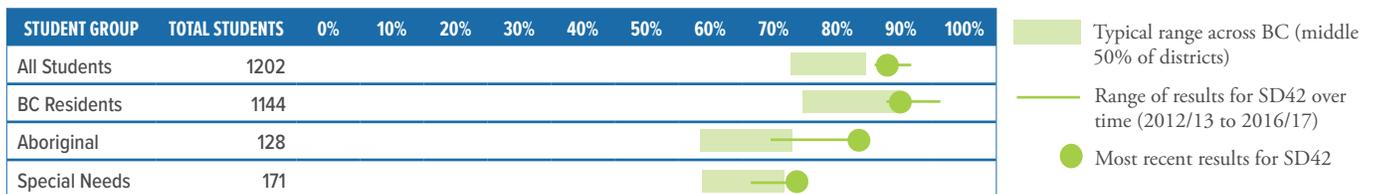
The six-year completion rate for *All Students* for the 2016/17 school year is 87.8%, which exceeds the typical range across BC. The rate for all students in Maple Ridge – Pitt Meadows School District No. 42 (SD42) has been increasing slightly from 2013-14 to 2016/17 (86.0% to 87.8%). As in previous years, the 2016/17 data shows higher completion rates for female students (91.1%) with the rate for male students at 84.9%.

The six-year completion rate for *Students with Aboriginal Ancestry* for the 2016/17 school year is 83.5%, which significantly exceeds the typical range across BC. This rate is certainly something to celebrate as it is a positive trend in SD42 showing a significant narrowing of the gap between *Students with Aboriginal Ancestry* and *All Students*.

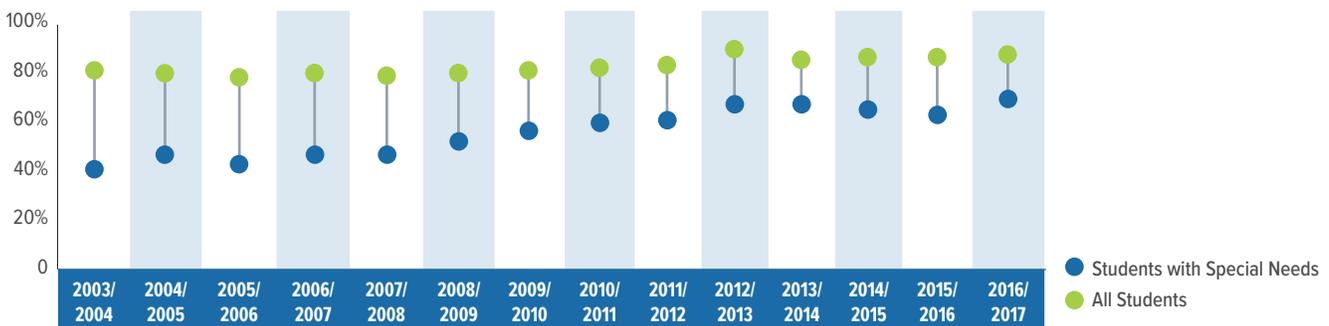
The completion rate for *Students with Special Needs* for the 2016/17 school year is 74.2%, which again exceeds the typical range across BC. This rate is also something to celebrate as it shows a very positive trend in the school district.

Finally, the completion rate for students receiving *English Language Learner* services/supports for the 2016/17 school year is 88.9%. While this rate is slightly higher than the rate for *All Students*, data over the period 2012/13 to 2016/17 shows a trend of gradual reduction in completion rate (96.0% to 88.9%). A caution with respect to this data, however, is that the gradual reduction over time may, to some extent, be explained by international students, who receive ELL services and do not remain in SD42 through to grade 12/completion.

### MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT COMPLETION RATES FOR 2016/17



### COMPLETION RATE OVER TIME FOR STUDENTS WITH SPECIAL NEEDS AND ALL STUDENTS



### COMPLETION RATE OVER TIME FOR STUDENTS WITH ABORIGINAL ANCESTRY AND ALL STUDENTS



**ALL STUDENTS SIX-YEAR COMPLETION RATES BY GENDER**

YEAR	FEMALE		MALE	
2012/13	689	93.9	731	87.6
2013/14	635	90.7	713	82.5
2014/15	661	88.3	673	85.0
2015/16	604	89.9	661	84.0
2016/17	570	91.1	632	84.9

**ENGLISH LANGUAGE LEARNERS SIX-YEAR COMPLETION RATES**

ENGLISH LANGUAGE LEARNERS	
2012/13	96.0
2013/14	94.4
2014/15	93.2
2015/16	91.6
2016/17	88.9

**STUDENTS WITH ABORIGINAL ANCESTRY: A CLOSER LOOK**

A closer look at recent relevant data specific to *Students with Aboriginal Ancestry* provides further indication of positive trends and rates.

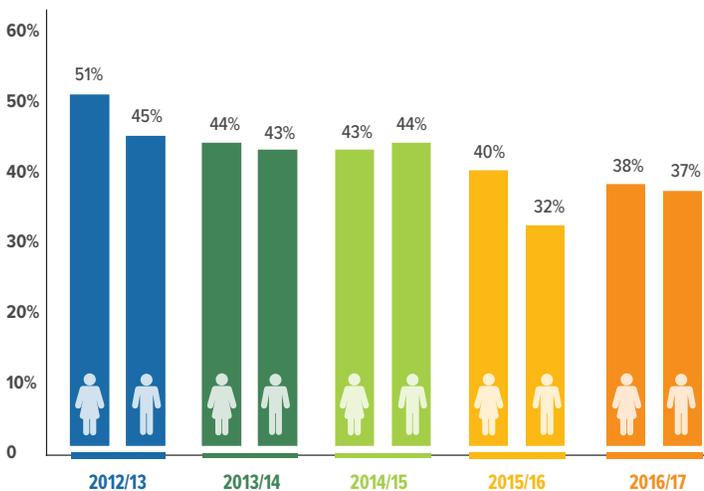
Data over the period 2012/13 to 2016/17 indicates a positive trend with respect to a decline over time in the percentage of both male and female *Students with Aboriginal Ancestry* enrolled in alternate programs. This data coupled with the improved completion rates indicates significantly improved school completion success for *Students with Aboriginal Ancestry* within regular high school settings.

The data also indicates a very positive and sustained success rate for our Aboriginal students in secondary school when considering final mark data for *English 12* and *Communications 12*.

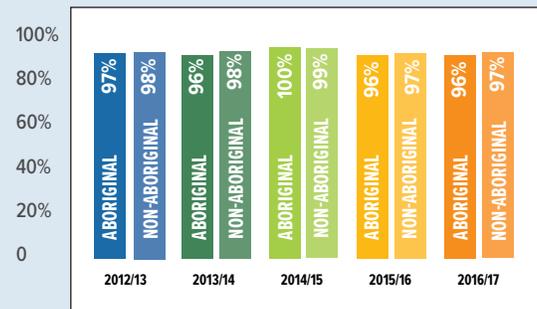
The *English 12* data over the period 2012/13 to 2016/17 indicates that the differences between ‘pass or better’ rates for Aboriginal and Non-Aboriginal students are negligible.

The *Communications 12* data for ‘pass or better’ over recent years shows Aboriginal student rates as slightly higher than the rates for Non-Aboriginal students.

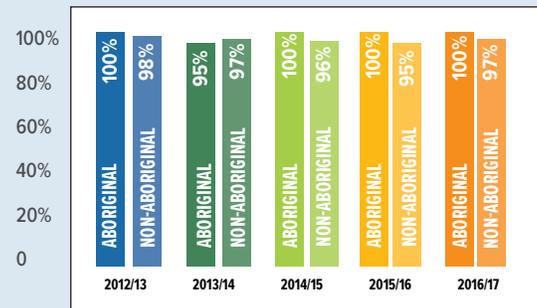
**SD42 STUDENTS WITH ABORIGINAL ANCESTRY IN ALTERNATE PROGRAMS**



**ENGLISH 12: C- (PASS) OR BETTER**



**COMMUNICATIONS 12: C- (PASS) OR BETTER**



## STUDENTS WITH SPECIAL NEEDS: A CLOSER LOOK

A closer look at recent relevant data specific to some select Ministry of Education Special Needs designation categories also provides further indication of positive trends in some areas. For both the Learning Disabilities category (Q) and the Intensive Behaviour Support/Serious Mental Illness category (H), the data over the period 2012/13 to 2016/17 indicates substantive positive trends with respect to completion rates.

When specifically looking at data over the same time period in relation to the Moderate Behaviour Support/Mental Illness category (R), the data indicates a stagnation of completion rates in the low 60% range over the past three years. In most cases, students in this category do not have outside agency involvement/support in place.



### STUDENTS WITH INTENSIVE BEHAVIOUR INTERVENTIONS/SERIOUS MENTAL ILLNESS (IBI/SMI) AND MODERATE BEHAVIOUR SUPPORT/MENTAL ILLNESS (MBS/MI)

CATEGORY	INTENSIVE BEHAVIOUR INTERVENTIONS / SERIOUS MENTAL ILLNESS				MODERATE BEHAVIOUR SUPPORT / MENTAL ILLNESS				LEARNING DISABILITIES				
	SCHOOL YEAR	COHORT SIZE	GRADUATES	COMP RATE	EVERGREENS	COHORT SIZE	GRADUATES	COMP RATE	EVERGREENS	COHORT SIZE	GRADUATES	COMP RATE	EVERGREENS
	2012/13	46	19	45	0	53	34	70	0	65	47	77	1
	2013/14	53	24	49	1	58	37	68	1	57	56	86	0
	2014/15	34	13	41	3	44	26	62	2	63	46	77	4
	2015/16	36	17	50	1	48	27	60	0	87	65	79	2
	2016/17	35	21	65	3	48	34	63	2	76	62	86	0

Six-Year Completion Rate - The proportion of students who graduate with a British Columbia Certificate of Graduation of British Columbia Adult Graduation Diploma within six years from the time they enrol in Grade 8, adjusted for migration in and out of British Columbia. The data is only available at district and province level. It is not the inverse of a dropout rate as students may graduate after the six-year period.

## SUPPORTING LEARNING FOR ALL STUDENTS

### ABORIGINAL EDUCATION

Student supports are provided according to goals outlined in the Maple Ridge – Pitt Meadows School District Aboriginal Education Enhancement Agreement. SD42 was the third district in British Columbia to sign an Enhancement Agreement in July 2000; on May 23, 2015 we became the first district in British Columbia to sign its fourth agreement.

This agreement is in effect from July 1, 2015 to June 30, 2020 and identifies the following goals:

- Continue to develop a strong sense of community for Aboriginal students and families in their schools and within School District No. 42
- Support and improve the quality of school achievement for all students
- Transition Aboriginal students into their future learning, employment, and life experiences beyond the completion of their secondary program

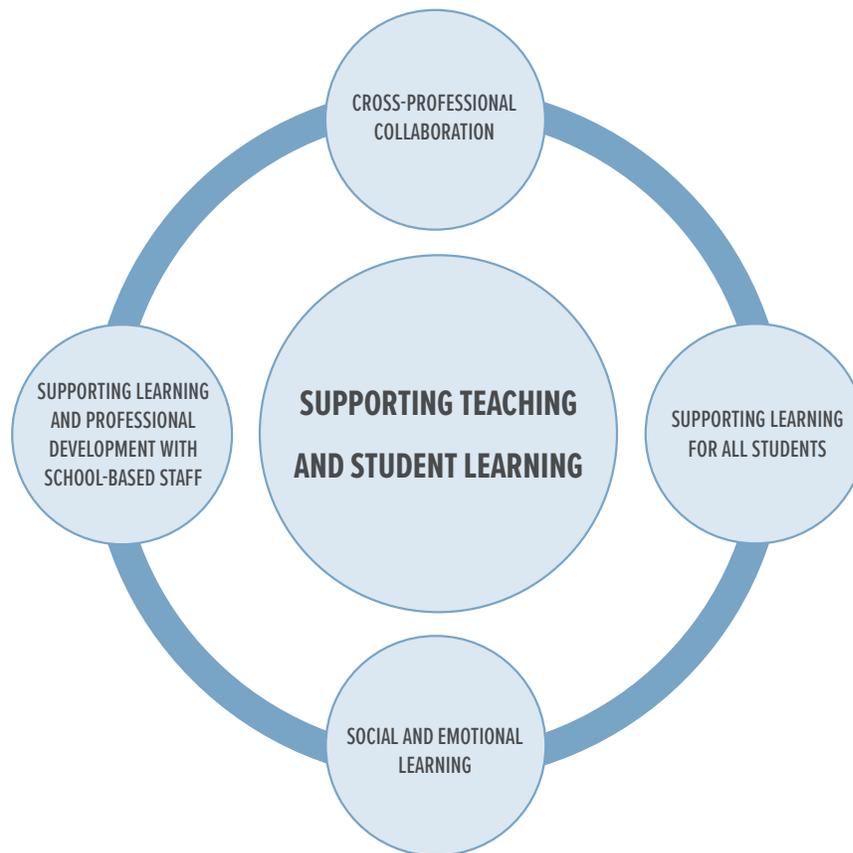
The student supports provided by the Aboriginal Education staff are in addition to all instructional efforts provided by school staff. The Aboriginal Education instructional staff work closely with teachers and support staff in schools to provide meaningful supports, both academic and cultural, in ways that best meet individual student needs.

### LEARNING SERVICES

Through an inclusive and collaborative process, the professional staff at Learning Services have identified the following focus areas as operational priorities/goals:

- To further support teaching and student learning through enhanced **cross-professional collaboration** across the Learning Services team and with school teams/staff
- To further support teaching and student learning for **all students** through universal, targeted and intensive approaches

- To further support teaching and student learning in the areas of **social/emotional learning**
- To further support teaching and student learning through **facilitating and supporting learning and professional development** with school-based staff (Teachers, Support Teachers, Administration, Instructional Support Staff)



# Secondary Innovations

## SECONDARY INNOVATIONS

Our Board of Education and school district leaders have been engaging students in dialogue. The Student Forum organized for a diverse group of grade 10, 11 and 12 students is helping to guide our work in the school district. Students provided clear advice about how we can work with them to make their educational experience more relevant, powerful and positive. In response, we have developed many innovative programs of choice, courses, and initiatives to address student interests, needs and passions.

In the 2017/18 school year, the district focused on three primary areas: collecting student feedback; supporting secondary teachers with curriculum, assessment and innovation; and identifying and supporting students at risk of discontinuing high school. The work done and results achieved in these areas is outlined below.

### STUDENT FORUM

Two years ago, the Maple Ridge – Pitt Meadows School District held its first district student forum with over 200 students from grades 6 to 12. At this forum, we heard about the important role caring adults play in the lives of our students, about the many different learning styles our students have, and about how important it is to our students that this diversity is honoured in the classroom.

*“Choice in learning empowers us. It gives us the experience to make choices in our lives.”*

In January 2018, our school district held its second student forum. This time we had 200 students from grades 10 to 12 participating.

The intent was to explore in greater depth the feedback from grade 10 to 12 students who stated they felt unprepared for the future. As the graphs in Appendix A show, students felt unprepared for post secondary, for the world of work, and for the challenges they may face in the future.

The forum focused around three key themes, and provided students with an opportunity to respond in detail to the concerns they'd shared on the provincial learning survey:

- Building a place that motivates you
- Make a life not a living
- Tell us your stories: we are listening



### BUILDING A PLACE THAT MOTIVATES YOU

For the first theme, *Building a Place that Motivates You*, students addressed a series of questions regarding what worked in their classrooms.

Student responses called for choice; passionate, enthusiastic teachers; positive relationships with teachers; relevant, hands-on, interactive, and collaborative learning; and school community.

### MAKE A LIFE NOT A LIVING

In the second theme of the day, *Make a Life not a Living*, we explored what students believe they needed to be better prepared after graduation.

Students responded that they would like more one-on-one time with their counselor or a trusted adult who knows them well. They also wanted their teachers to teach to the diversity of students, allowing for choice and reflection, building on existing strengths, and teaching resilience and critical thinking skills. Students saw value in real-world, experiential learning, and also asked for workshops by experts/guest speakers. They envisioned such workshops would provide insight into existing jobs, internship opportunities, co-op opportunities, additional opportunities for learning outside of the school, job shadowing, and the ability to network with professionals in the field.

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*“I go to school so that one day I’ll have the tools to change the world. What other reason is there?”*

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## TELL US YOUR STORIES: WE ARE LISTENING

In the final part of the day, these senior students wanted us to know that the following three areas are of the greatest importance to them: connection to the school community, preparation for the future, and learning to understand.



## IDENTIFYING COMMON THEMES

In reviewing any common themes that stood out in the forum, we identified the following two themes and responded to them as outlined below:

- 1. The importance of feeling connected to a caring adult at the school** again emerged as a key theme in the second student forum. In response, our school district added two *Safe and Caring Schools* blocks to each of our high schools.
- 2. Students also provided more specific feedback about potential enhancement to the careers program.** In response, the school district worked with a small cohort of teachers to redesign the careers program. The redesigned program will be piloted at two schools in the 2018/19 school year.

To ensure we continue to meet the needs of our students, we must always seek, review, and implement their feedback.

## CURRICULUM, ASSESSMENT AND INNOVATION

Three years ago, the school district staffed a secondary innovation helping teacher to support the implementation of the redesigned curriculum, the new graduation program,

and assessment. This helping teacher has brought together teachers from across the district to familiarize them with core and curricular competencies, and current research. She has brought in a number of guest presenters to support work in numeracy, curricular areas and Aboriginal perspectives, and has worked with teachers to examine assessment practices, write BAA courses, and support their inquiry and collaborative projects. These secondary initiatives for the 2017/18 school year are outlined in Appendix B.

## SUPPORTING OUR VULNERABLE STUDENTS

This year, the school district introduced a new pilot program and reframed its Safe and Caring Schools to support students at risk of dropping out of school due to non-attendance.

The district identified students who have been chronic non-attenders but who are potentially capable of attending school if interventions are put in place. The staff in this program includes a counsellor, teacher, child care worker, and mental health worker. This skills-based program focuses on student wellness while providing the curriculum; its goal is to transition students back into high school.

The school district is currently reviewing its alternate program options to ensure they best meet the needs of all students. Files for students currently enrolled in an alternate program are being reviewed to ascertain areas where interventions will lead to greater student success.

## RIVERSIDE PROGRAM

Riverside is a semester-based, half-day program with a wellness and therapeutic skills focus. This program services youth who demonstrate anxious and depressive type symptomology that significantly interferes in their ability to successfully engage in their learning. The program combines academics with skills training to promote personal growth in the areas of emotional regulation, distress tolerance, interpersonal effectiveness and self-efficacy.

The target population of the program includes:

- Students enrolled in an SD42 educational program
- Students whose mental health concerns impact their ability to engage in their educational program
- Students in grades 8 – 11 (Grade 8, term 2)
- Students who exhibit adequate motivation, cognitive ability, and insight to learn new ways of coping
- Students who are willing to actively engage and participate in psycho educational groups
- Students who are able to attend every morning to the best of their abilities
- Students who are connected to a mental health professional or students who are on the waitlist for community agency services

Attendance averages for the Riverside Program during this pilot year are as follows:

- **81%** Average attendance Phase 2 Class (Cohort 1)
- **90%** Average attendance in second cohort

Student cross-enrollment/transition for September 2019 are as follows:

- Regular Secondary: **8**
- MRSS Outreach: **4**
- Alt Ed: **2**
- Riverside Adult Learning Center: **1**
- Trades: **1**
- Full continuation in Riverside Program: **1**

Parent group sessions: 10 with 60% attendance the first term and 70% attendance the second term.

**STUDENT FEEDBACK:**

“Everything is great. I’m in a much safer place than before and I’m doing better mentally. The support and skills we learn make it a very caring place. For the first time I feel like I matter and I’m more than a test score. This program should definitely continue. It could change so many lives. I know it changed mine.”

- Student A

“The staff have been really great at bringing all the students together which has led to people feeling much more comfortable with each other. On field trips I notice everyone having fun and being themselves.”

- Student B

**PARENT FEEDBACK**

A few of the changes parents have identified in their children since they began attending Riverside Centre:

- A significant increase in their child’s school attendance
- An increase in self-avocation (i.e. ordering food for self, asking for assistance from store personnel, communicating on their own with doctor)
- Greater participation in family activities
- A decrease in length of time their child spends ruminating in emotions that are not helpful

For an update on the Keeping Kids in School program, see Appendix C.

**PARENT FEEDBACK:**

“We have seen a decrease in the duration of panic attacks and melt downs.(Child) is coming out of her room more and engaging in family activities.”

“We are seeing more positive behaviours such as making new friends, getting a job, and exercising.”

# Literacy

## LITERACY IN ACTION 2017/18

For the past four years, we have devoted significant resources to build new literacy assessments and approaches to support the literacy development of our primary students. Teachers assessed students at year end based on the BC Performance Standards for Reading. The district-wide data indicates that we have been successful in reducing the number of students who are struggling with literacy skills in the primary grades. We will be expanding our literacy assessment and approaches into intermediate and secondary during this school year, while maintaining our work with primary students.

*“Literacy is more than just reading and writing. It’s a key strategy which can help solve fundamental societal issues and economic challenges. At all stages of our lives, literacy is essentially about decoding information, events and situations so we can succeed and prosper. Now, more than ever before, literacy is all about making sense of the modern world.”*

*-Decoda Literacy Solutions*

The SD42 Literacy Network was formed three years ago as a result of research and study undertaken by the District Literacy Committee.

The Committee and Network operate under a shared set of big ideas:

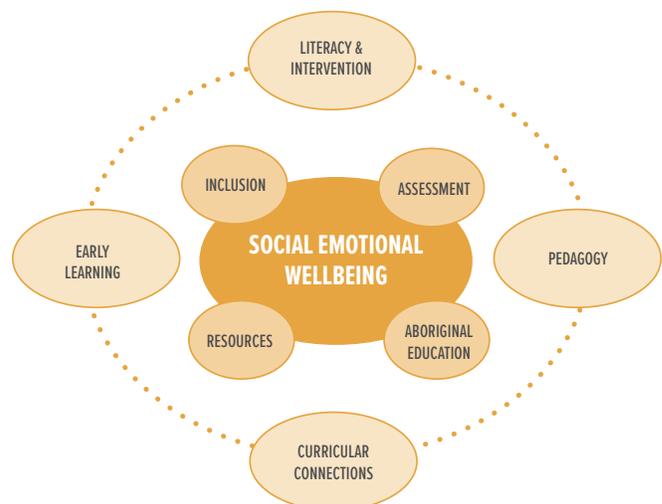
- All learners deserve to be included and participate in rich, meaningful and joyful literacy experiences;
- All students are capable of being literate - the focus is on growth for each student;
- Differentiated instructional supports are embedded in all lessons. Sometimes this differentiated support is increased time, sometimes with the classroom teacher;
- Collaborative planning and collaborative teaching supports effective instruction and aligns practice;
- Formative assessment guides instruction for all students.

The 2017-2018 school year marked the third involving targeted literacy funding. The final seven school teams were brought into the Literacy Network and support was provided to every elementary school in the district. The invested resources are impacting the results. As expected, this is not a ‘quick fix’, and momentum, now after three years, is building. Each year there has been a reduction in the number of students who are Not

Yet Meeting (NYM) expectations in reading. We are now extending our vision to support students who are NYM to becoming students who are Fully Meeting (FM) students with more developed reading skills who will be able to handle more complex texts and content in the middle and secondary years. Our support, to date, has been K-3; this year we will address the plateau currently seen in Grade 4, with the addition of an intermediate literacy helping teacher.

We hold the social and emotional well-being of our students at the centre of the District Literacy Framework and seek pedagogy, resources, materials and assessments that uphold and protect the learning hearts of our students. We have moved to district departments, committees and community groups aligning to share knowledge, meld ideas and combine practices, guided by research and the Literacy Network.

By working together as a district, we bring together the skills and knowledge of many, including broader thinkers and mentors from across Canada and BC, as well as select thinkers from around the world. We are grateful for deepening relationships with consultants Faye Brownlie, Leyton Schnellert and Shelley Moore, and recognise the unifying force they have become. Concerted and strategic efforts over the past three years are shown in the many successes we are seeing from K-12. The Literacy Network has been a much-needed piece of the district’s support towards success for each of our students. With increased support for literacy confirmed for 2018/19, we began planning for continued collaborative work based on quantitative results in June, as well as collegial and administrative feedback.



## A TARGETED AND COHESIVE RESPONSE

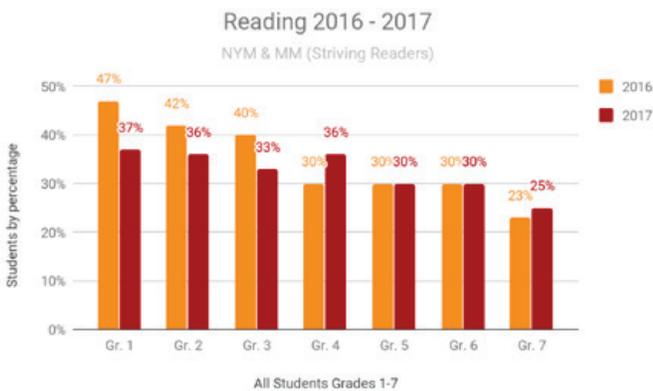
From the outset of the Literacy Committee, we have used the current data and research to plan a district response to the increasing number of struggling readers throughout the grades. We rely heavily on the BC Performance Standards and teacher professional judgment as key indicators of our strengths and stretches.

The following graphs represent quantitative data from the portal using the final page of student progress reports. Currently, we draw conclusions from June of 2016, 2017 and 2018. Having readily available internal data allows us to easily monitor changes.

We are happy to see the targeted approach working in areas of focus and that areas of need are becoming more coming clear. With ongoing district support, we are able to monitor, find and target areas requiring greater thought and resources.

### READING 2016 vs 2017

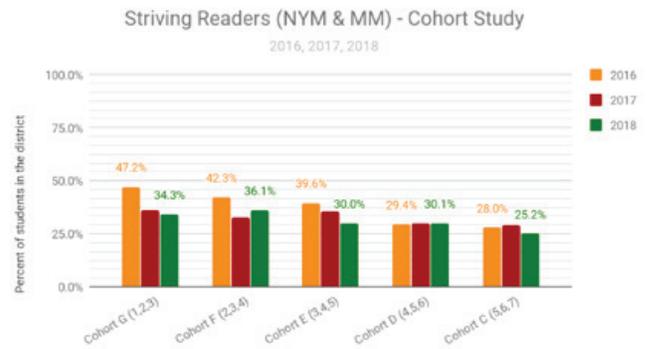
The portal information (first available in Nov 2017), indicates an immediate drop in the number of students at risk in literacy from grades 1-3. We interpret this to be a result of the Literacy Network and its work being in its third year, a rich conversation around a renewed provincial curriculum, reporting and assessment, social emotional well-being, literacy, school teams, and renewed training on the use of BC Performance Standards.



Currently, the focus of the Literacy Network is K-3. The results show a plateau after Grade 3, indicating the need for a continued focus on literacy. The addition of an intermediate literacy helping teacher will enable the learning, growth and conversation around research-based literacy practices to expand our focus on literacy beyond the primary years.

Our next goal is to increase the reading competency of our readers by moving them from the Minimally Meeting (MM) category to FM.

During cohort analysis, we found evidence of recent supports resulting in increasing success for students in the primary years.



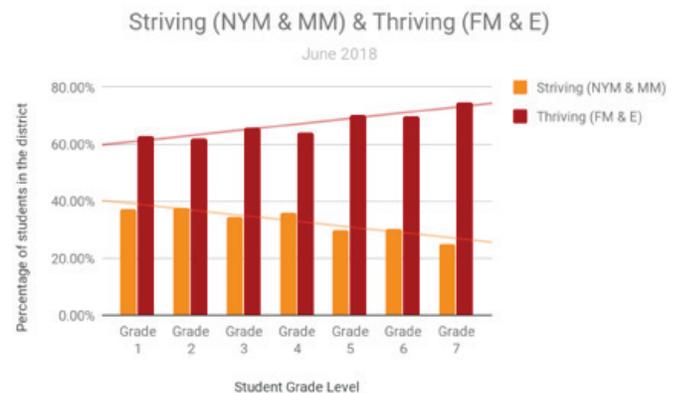
**Cohort G** had the benefit of increasing amounts of district supports during all three of their primary grades and entered Grade 4 having had a steady decline in the number of striving readers. Over the course of their primary grades, the number of striving readers in that cohort has been reduced by 13%. More than any other cohort.

**Cohort F** declined during their years of district supports in the primary grades and had a slight increase once they moved into intermediate.

**Cohort D** is the final group to move through elementary school having not had the benefit of any District Literacy support in the primary grades. Currently, between 25% and 30% of students are entering Grade 8 without Fully Meeting expectations in literacy. This cohort will benefit in Grade 7 from the introduction of an intermediate literacy helping teacher. The intermediate teacher is working in collaboration with the secondary helping teachers to implement research based strategies in Grades 7, 8, 9 and beyond.

### ALL STUDENTS READING 2018

We returned to the data throughout the past year and examined it in different ways.



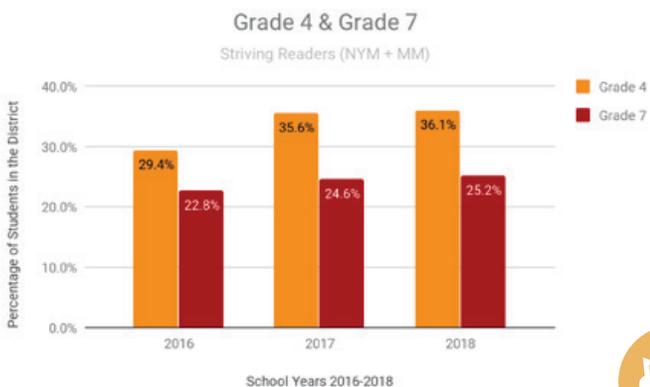
A steady increase through the grades shows an eventual 79% of students who were thriving readers (fully meeting and exceeding) when they left Grade 7. However, we remain deeply committed to reducing the number of striving readers (NYM and MM) by implementing strategies that support the goal of student growth in reading. Research suggests a focus on teaching deeper comprehension and thinking skills in literacy as well as supporting student engagement, choice and motivation to assist with this goal. Workshops, speakers, book studies and exposure to research provided by the helping teachers provide focus on these areas.

## TARGETED INFORMATION

### GRADE 4 & GRADE 7 - ALL 2016-2018

We know that district data is more powerful than any other source, including the Foundation Skills Assessment at Grade 4 and 7. Training around the Performance Standards with Anita Chapman as well as ongoing training surrounding the use of the Early Primary Reading Assessment (EPRA) & Intermediate Reading Assessment (IRA) are leading to increasingly well calibrated use of this assessment tool. These are performance-based reading assessments used formatively throughout the year to consider a class's strengths and areas to strengthen in order to better align instruction. They are used at year's end, summatively, as another indicator of student growth.

Thus, we are increasingly able to rely on the results we see. Looking at Grade 4 alone, we see relatively static numbers from year to year, which indicates an area where targeted support may help reduce the number of striving readers (NYM and MM) in order to boost those students into the thriving range. Similarly static results apply to our Grade 7 students.

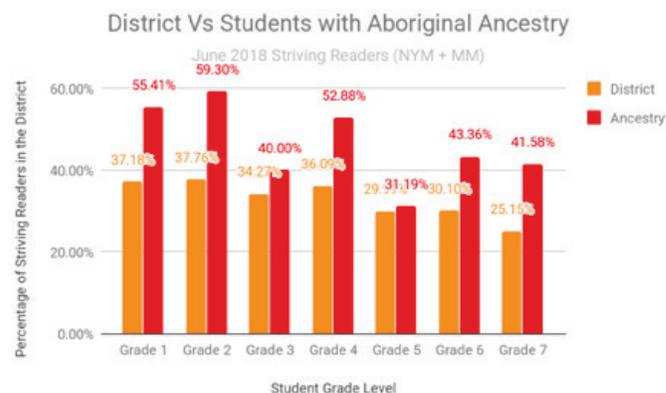


Teachers in the primary years have been investigating motivation and engagement around literacy, deeper comprehension skill such as inferring and reading as thinking, as well as the use of systematic reading lessons combined with regular small group or 1-1 conferencing.

With the support of many great thinkers around literacy, we will support Literature Circles, more frequent 1:1 conferencing and daily read-alouds as effective strategies in the intermediate grades. We also aim to increase classroom libraries, more books to take home, and an influx of highly engaging non-fiction materials in the intermediate grades.

## STUDENTS WITH ABORIGINAL ANCESTRY

Seeking out areas requiring growth provides additional guidance. In the case of our Aboriginal students, we see a large number of striving readers and, in most grades, a large discrepancy between the general student population and students with Aboriginal ancestry. In Grade 2, the discrepancy was as high as 21% while in Grade 5 it dropped to just 1.4%.



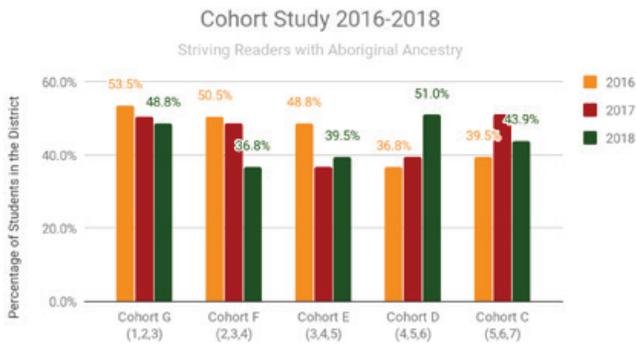
Thus, we again turned to the cohort data for a deeper look at specific groups of students as we follow their progress through the elementary and intermediate grades.



## LITERACY IN ACTION 2017/18

- 3 literacy helping teachers
- All 21 elementary schools supported
- 105 teachers in the Literacy Network
- 143 teachers supported in use of the EPRA
- 79 teachers supported in the use of the IRA (developed in collaboration with Faye Brownlie)
- 20 workshops, most based on teacher or administrator request
- 22 classrooms participated in the classroom library inquiry
- 18,000 new books distributed to teachers and students for classroom use
- Over 10,000 books (value of \$120,000) donated by First Books to be distributed to vulnerable students in the district to keep at home (EDI/MDI data)
- 2nd annual Summer Reading Extravaganza at Eric Langton Elementary
- 1 two-day Early Learning Retreat at Camp Alexandra for teachers
- 134 classrooms participated in Recreational Reading Inquiry through the Literacy Network
- Development of the new Classroom-Based Intensive Reading Intervention Process
- 34 Literacy Lunch-and-Learns and/or staff meetings
- 500 teachers, parents and students attended the Margriet Ruurs author visit at the public library
- From 2016-2018 we have trained over 300 teachers on the BC Performance Standards with Anita Chapman

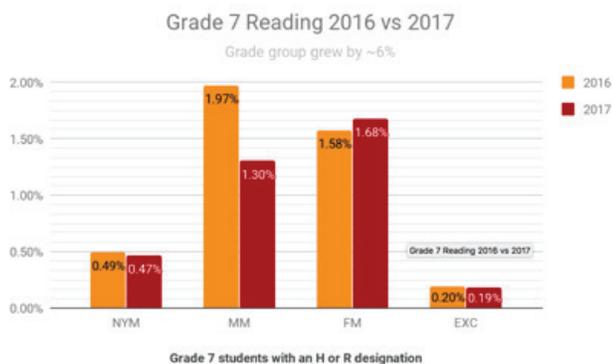
## Early Primary Reading Assessment (EPRA) & Intermediate Reading Assessment (IRA)



We look to the research of Brokenleg, Schonert-Reichl, Green, Shankar and others from which we can draw strategies, beliefs and hope while attempting to positively effect the common trajectory for this group of students. Increased collaboration between the Literacy team as well as the team in Aboriginal Education has brought our goals and strategies into alignment. These teams are working together with the Aboriginal Education librarian, to assist teachers with embedding the First People’s Principles of Learning and Indigenous curricular content using authentic materials on a daily basis.

### GRADE 7 H AND R DESIGNATIONS

Students with H and R designations are relatively small in number and do not readily present trends. They are monitored individually and will continue to be so.



It is helpful to understand that some increases may be explained by population influx and reassuring to see that our targeted responses are where they should be. Adjustments to strategies will continue as our data bank grows and trends more solidly emerge.



#### 1. EPRA & IRA

Primary and Intermediate assessments which provide teachers with performance-based data to help plan for instruction; highlighting their students’ areas of strength and stretch. All students participate in a literacy activity that is inclusive, supportive and emotionally safe

#### 2. TAKING A CLOSER LOOK

If we need further information on any student, we have other assessment options available. These need only be used for a very few students.

#### 3. EPRA & IRA (Inbetweens)

“The Inbetweens” provide another opportunity to determine areas of strength and stretch, to see if teaching has made a difference and growth is shown in the focus areas, and can be used to provide a closer look at particular students.

## TIMELINE: A STORY OF COLLABORATION AT GLENWOOD

2016

### LITERACY NETWORK

Glenwood joined the Literacy Network in the second year of the initiative.

Several teachers who joined the network chose to focus on a structured Literacy Approach or a workshop approach such as the Daily 5 and Cafe.

In combination with the new approach, new and engaging materials were introduced to daily lessons.

2016-  
2017

### TEAM LEARNING

The book room was culled to ensure motivating and engaging materials were easily accessible.

Many books were combined into text sets and placed into classrooms so students had greater numbers of appropriate books during lessons.

Additional materials were purchased for multi-level, curricular text sets to be shared around the school.

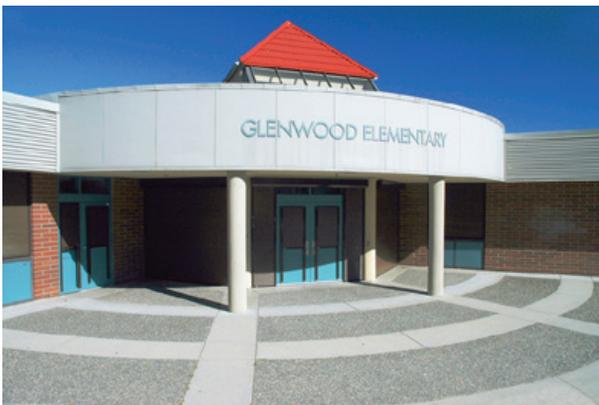
2017

### LITERACY LEADERSHIP

School administrators have been enthusiastic and encouraging supporters of staff growth and have enabled great change.

From the Literacy Committee and the Literacy Network, core Literacy Leaders have emerged at Glenwood.

Using Summative results from June 2017, targeted materials were purchased to support specific populations within the school.



## A STORY OF COLLABORATION AT GLENWOOD

As a result of the work of the Literacy Network over the last three years, we have seen schools begin to establish whole-school practices based on the formative and summative assessment information they are collecting around their own students. The graphic below illustrates how one school put in place universal and targeted literacy strategies using the library as a true Learning Commons. With the library as the hub, prep time, reading groups, intervention and book exchange have all been carefully scheduled to make the most of teacher collaboration. Based on assessment results, the library was refurbished and a large selection of very specific books were purchased. This has led to dramatic increases in circulation amongst targeted populations. Intermediate student use of the library increased by an average of 225%! This strategy is in alignment with literacy research around motivation, engagement and success.

## PRIMARY STRATEGIES

All grades 1-3 classes used the EPRA in the fall as well as the spring.

Intervention developed to include multiple literacy sessions a day for struggling readers with school staff as well as volunteers.

In the library, motivation, engagement and the love of reading was a focus.

Home-school connection with library – every morning the library opens at 8 am so that students can come (EA supervision provided).

Prep time is library/music in the library with two teachers who double-up classes to allow for teacher collaboration in primary.

## INTERMEDIATE STRATEGIES

All intermediate teachers participated in a book study using the Book Whisperer.

All grades 4-7 classes were trained and experienced using the IRA this spring.

Intervention was developed to include multiple Literacy sessions a day for struggling readers.

Reluctant readers received additional reading intervention in the library where they felt comfortable reading a variety of materials with small groups of peers.

Intermediate students are library leaders and do various jobs in the library.

2017-2018

**ASSESSMENT**

All grades 1-3 classes used the EPRA in the fall of 2017 which was used to plan for instruction as the school year began.

In the spring of 2018, support teachers, the ELL teacher and District Helping Teachers and school administration came together to support all classroom teachers in using the spring EPRA.

This will be used as summative assessment information for reporting, but will also allow the staff to view the impact of their many efforts.

2018

**THE PLACE TO READ**

Intermediate students do not have a library block. Their circulation rates went up 157% with the open library strategy of intermediate students exchanging as needed.

With two teachers collaborating much of the time, reading instruction, assessment, book exchange and intervention all occur seamlessly.

SEL is supported through literacy as the library is open before school as well as during recess and lunch for students wishing to read.

2019

**UPCOMING**

Glenwood will be hosting its first Great Glenwood Book Giveaway. With help from First Books Canada, they will be able to provide summer reading that may reduce the summer reading loss.

Strategies used in some classes this year have resulted in positive preliminary results in June 2018.

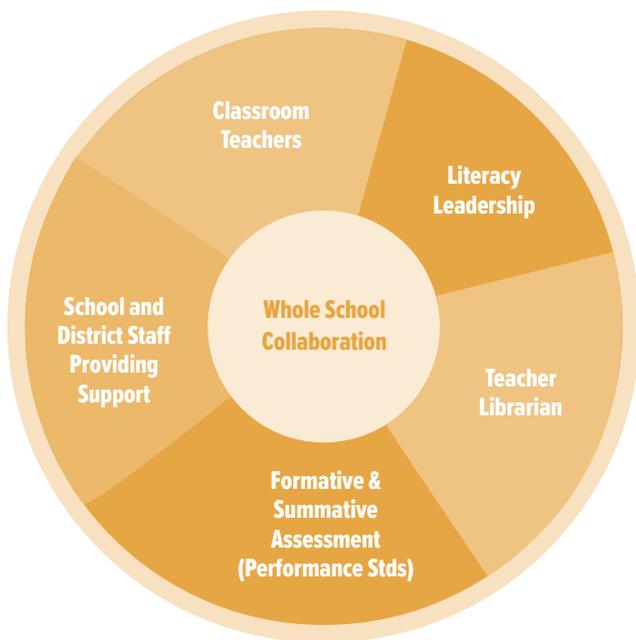
Glenwood has received district support to continue investigating and implementing intermediate reading intervention during the 2019 school year.

**NEXT STEPS**

Planning for next the 2018/19 has already begun to include the addition of the intermediate helping teacher.

June 2018 data will be reviewed at the start of the 2018/19 school year to ensure supports and strategies are most effectively placed.

Finally, research shows teacher inquiry, reflection and professional collaboration to be effective methods of changing teacher practice. These will be integral to future network support.



# Social Emotional Learning

## INTRODUCTION

*For the past four years, we have worked with Dr. Kim Schonert-Reichl and her doctoral students from UBC to build a district-wide framework for Social Emotional Learning. Dr. Schonert-Reichl's own research and the growing body of research around Social Emotional Learning indicates to us that the social emotional well-being of our students in our classrooms can result in significantly improved academic learning. With this research in mind, we have been working to develop our understanding of Social Emotional Learning and have begun to implement some of the research-based findings that we believe will positively impact our school district.*

Social Emotional Learning (SEL) was identified as a central theme in many of our school growth plans three years ago. In addition to the importance placed on SEL by school staffs, research indicates that these important social and emotional skills are core to the success and development of all children (Weissberg, et al 2011, Schonert-Reichl 2012, 2013, 2014). The redesigned curriculum demonstrates the importance of SEL skills by embedding them in the core and curricular competencies. With this new emphasis on SEL, our school district community has embarked on developing a Social Emotional Learning framework with all partner groups.

Over the last three years, we have continued to collaboratively develop a plan with multiple approaches by analyzing research and our district data, working in consultation with Kimberly Schonert-Reichl and Molly Stewart-Lawlor from UBC. We began with a small group of principals and vice-principals, and have now expanded to almost 50 staff, including union leaders, principals and vice-principals, teachers, and CUPE instructional staff. The data we have used includes qualitatively analyzed individual interviews done with staff from every school in the district in the fall of 2016.

We have also incorporated data from the Early Developmental Index (EDI), the Middle Years Developmental Instrument (MDI), and the Student Learning Survey to inform our priorities. As a result, we now have five focus areas to develop our framework: Evidence Based Practices, School Culture, Explicitly Teaching SEL Skills to Students, SEL of Adults, Reaching Parents Regarding SEL.

## SOCIAL EMOTIONAL LEARNING (SEL)

To find out about SEL in our school district, we went through a self-examination process. We took an appreciative inquiry approach, holding interviews at every school. People were invited to be interviewed, and teams of two administrators asked explicit questions about teaching and school culture.

### SOCIAL EMOTIONAL LEARNING:

Social Emotional Learning (SEL) is the process by which individuals gain the attitudes and skills for self-awareness, perspective-taking and empathy, relationship skills, and responsible decision making. These skills are represented and interwoven throughout the redesigned curriculum

We interviewed over 100 members of the SD42 community (educators, parents/guardians, students) in October and November 2016, and also offered an online response option. Over 180 pages of qualitative data was collected and sent to Molly Stewart-Lawlor, a developer of SEL school curriculum and UBC doctoral student working with Kimberly Schonert-Reichl. The following overview highlights the themes and findings of the research, which we have shared with all partner groups in the district. This research has been foundational in setting our next steps.

## FINDING THEMES

Once we undertook a qualitative analysis of the data, we saw many themes emerge. First were many foundational attributes that support Social Emotional Learning in schools throughout the district. These included:

- **SEL programs being taught to students:** MindUP, WITS, Zones of Regulation
- **Evidence of community building:** welcoming school environments, codes of conduct, school events
- **Role-modelling by staff:** staff modelling SEL skills in class with students and other adults
- **Explicit teaching of SEL:** strategies, tools, common language
- **Explicit opportunities to cultivate relationships:** buddies, teaching conflict resolution
- **Effective and engaged leadership:** principals and vice-principals supporting inclusion, being welcoming, and role-modelling.

## FROM FRAGMENTATION TO COHERENCE

While the data highlighted many areas of success our district can celebrate, it also showed us where additional focus is required. For example, the data foregrounded a difference in how SEL is perceived between teachers and parents/guardians, and among teachers. A difference was also noted in how SEL efforts were perceived between elementary and secondary teachers. When people were asked about the Social Emotional Learning of adults, the question was met with silence and surprise.

The data also revealed that there are many individual approaches to SEL in our district. While this variety does help foster teacher independence, a multitude of individual approaches can also contribute to a fragmented approach. A fragmented approach, in turn, can confuse students and lead to some programs running in contradiction of each other. Our interviews revealed that some staff were already aware of the challenge of fragmentation.

To create a district-wide or school-wide approach to Social Emotional Learning, Kimberly Schonert-Reichl (2016) shared that the research tells us we need to do the following:

- Have a systemic approach that creates coherence among the different approaches;
- Collaboratively include voices;
- Have explicit and intentional skill instruction;
- Pay attention to adult well-being and SEL skills;
- Consider developmentally appropriate teaching and learning.

From **FRAGMENTATION**

to **COHERENCE**



## EDI, MDI AND STUDENT LEARNING SURVEY DATA

In addition to the research and inquiry interviews done in schools, we have other data collecting tools that help inform our sense of the impact we are having on Social Emotional Learning in our schools and that indicate what our next steps should be. These tools include the Early Development Instrument (EDI) and the Middle Years Development Instrument (MDI).

### EARLY DEVELOPMENT INSTRUMENT (EDI)

The EDI is a short questionnaire, completed by kindergarten teachers across Canada and internationally, that measures children's ability to meet age-appropriate developmental expectations. The instrument looks at a child's physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge.

In the Maple Ridge – Pitt Meadows School District, kindergarten teachers have been completing the EDI for over a decade. The data indicates that although our students show a slight improvement in language and communication, our students entering kindergarten exhibit an increased need in the areas of social competence and emotional maturity. This reinforced the need for developing an SEL framework as a district.

A graph of EDI data for the Maple Ridge – Pitt Meadows School District is available in Appendix E.

### EARLY DEVELOPMENTAL INSTRUMENT (EDI)



#### PHYSICAL HEALTH AND WELL-BEING

Sample EDI questions: Can the child hold a pencil, pen or crayons? Is the child on time for school each day?



#### LANGUAGE AND COGNITIVE DEVELOPMENT

Sample EDI questions: Is the child interested in reading and writing? Can the child count and recognize numbers?



#### SOCIAL COMPETENCE

Sample EDI questions: Does the child share with others? Is the child self-confident? Will he/she invite bystanders to join in a game?



#### EMOTIONAL MATURITY

Sample EDI questions: Is the child able to concentrate? Is the child aggressive or angry? Is the child impulsive (does he/she act without thinking)?



#### COMMUNICATION SKILLS AND GENERAL KNOWLEDGE

Sample EDI questions: Can the child tell a short story? Can the child communicate with adults and children?



## MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)



### PHYSICAL HEALTH AND WELL-BEING

Children evaluate their own physical well-being in the areas of overall health including body image, nutrition and sleeping habits.



### CONNECTEDNESS

Children are asked about their experiences of support and connection with the adults in their schools and neighbourhoods, with their parents or guardians at home, and with their peers.



### SOCIAL AND EMOTIONAL DEVELOPMENT

Children respond to questions about their current social and emotional functioning in 7 areas: optimism, self-esteem, happiness, empathy, prosocial behaviour, sadness and worries.



### SCHOOL EXPERIENCES

Children are asked about their school experiences in 4 areas: academic self-concept, school climate, school belonging, and experiences with peer victimization (bullying).



### USE OF AFTER-SCHOOL TIME

Children are asked about the time they spend engaged in organized activities such as sports, music and art, as well as the time they spend watching TV, doing homework and playing video games.

## MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)

The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by our students in Grade 4 and Grade 7. It asks students how they think and feel about their experiences both inside and outside of school. Both the Grade 4 questionnaire and the Grade 7 questionnaire include questions related to the five areas of development that are strongly linked to well-being, health and academic achievement.

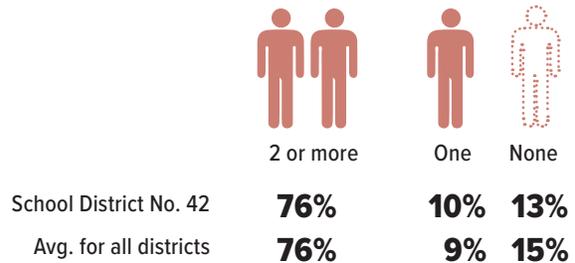
The Well-Being Index is part of the Middle Years Instrument and combines five measures relating to children's physical health and social and emotional development that are of critical importance during the middle years: optimism, happiness, self-esteem, absence of sadness, and general health. Scores from all five of these measures are combined to correspond to three categories of well-being: 'Thriving,' 'Medium to High Well-Being,' or 'Low Well-Being.' Green represents the percentage of children who are "Thriving" or doing very well. Yellow represents the children who are in the "Medium to High Well-Being" category and red represents the children who report "Low Well-Being." (See Appendix D.)

Our current data shows that both our Grade 4 and Grade 7 students have a higher percentage of students that are thriving.

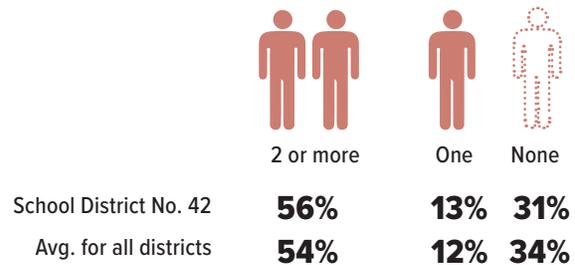
However, when you break down this data again by school or region, there is a range that we need to pay attention to. As a result, we have been examining the data to determine regionally where to put additional attention and resources (e.g. after-school programming) to positively impact student well-being.

The question that asks students how many important adults they have at school is particularly important. Research indicates that a child's relationship with at least one adult at school can promote resiliency, emotional regulation, and school engagement (Murphy et al, 2013). Our district data is currently above the provincial average in both Grades 4 and 7 when it comes to students identifying one or more important adults in their lives. There is a wide range of responses when the data is broken down by region or school, so our schools are individually reviewing their data to understand the needs of their students.

### NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 4



### NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 7



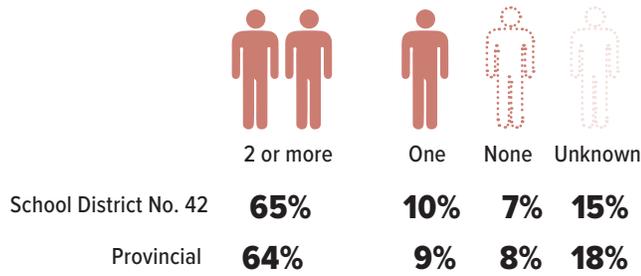
Schools have been using the MDI data to review these five areas of development for their Grade 4 and 7 students to help them decide how their students are doing, and how to further impact their well-being through Social Emotional Learning and teaching.

### STUDENT LEARNING SURVEY

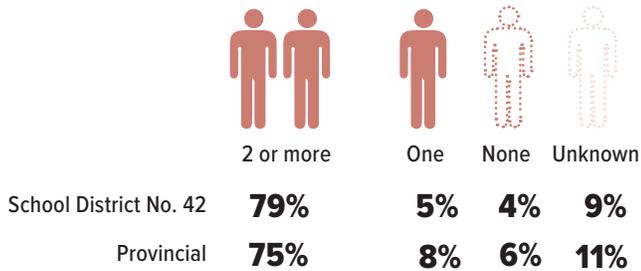
The Student Learning Survey can also help us get a sense of the well-being of Grade 10 and 12 students. Although not as fulsome or in-depth as the MDI, the Student Learning Survey asks Grade 10 and 12 students a similar question to the MDI: how many adults do you feel care about you? Again, our survey data shows that the number of adults that Grade 10s

and 12s feel care about them in our schools is slightly above the provincial average.

**NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 10**



**NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 12**



**IMPERATIVES FOR ACTION FROM OUR DATA**

We have mobilized the following initiatives as a result of the data we have collected, and the EDI and MDI data in particular:

- **After-school and noon hour programming.** We have funded a community coordinator in conjunction with the United Way to provide connection, instruction and activity around student well-being.
- **The district is engaging in Project Impact** to produce quantitative and qualitative findings to demonstrate and improve the impact of our after-school programming. (See inset on right for more details and Appendix E for specific data on the number of after-school programs across the district.)
- **Riverside Program.** We have established a partnership program with Child and Youth Mental Health for secondary-aged students with mental health challenges. This support consists of parent sessions, mindfulness strategies, academic learning, and social engagement.
- **Shifting intervention for highly vulnerable students from secondary to elementary** in support of mental wellness and early intervention. This work is undertaken by the teacher, youth workers, district administrator, Safe School coordinator and specialist counselor.

- **Review of Alternate Programs.** We are currently conducting a review of our alternate programs, looking at over 100 student files to determine which students we are serving in alternate schools, why these students require this support, and what can we learn from these files to be more proactive in academic and social emotional learning interventions.
- **SOGI 1-2-3.** Although our Grade 12 student learning survey results report there is more awareness around sexual orientation and gender identity in our schools than is the provincial average, we still need to continue to develop school cultures that welcome diversity.

**SD42 PROGRAMS TO DATE**

- 97 Programs in 2017/18
- 11 Elementary schools
- 3 Secondary schools
- Over 1,000 students

**SUMMARY OF SOCIAL EMOTIONAL LEARNING WORK IN SD42**

As stated earlier, SEL was a theme in our school growth plans as we began the journey to establish a Social Emotional Learning framework in our district. As a result of the interviews done in 2016, we brought together almost 50 educators from across the district to review the 2016 themes and to analyze the research of Kimberly Schonert-Reichl. The collaborative work between different partner groups in addition to our district-based data and research has defined the following five key areas of focus:

- Evidence-based practices
- School culture
- Explicitly teaching SEL skills to students
- SEL of adults
- Reaching parents regarding SEL

Each focal area is being developed into offerings for school staffs to go deeper as they explore their school growth plans, and their EDI, MDI, and Student Learning Survey data.

These five focal areas are being developed by five district teams comprised of 8-12 members. These members include district and union leadership, principals, vice-principals, teachers, and CUPE instructional staff for a total of almost 50 staff. We regularly get requests for more people to join this SEL network. The groups meet individually and collectively to create coherent approaches that schools can adopt to embed social emotional learning. These meetings have occurred through the last 18 months during after-school gatherings and weekend learning events at Harrison Hot Springs.

The redesigned curriculum, specifically the core and curricular competencies, have educators already attempting

to find ways to further incorporate SEL in their classrooms.

The district will be offering support and resources (including support for integrating an Aboriginal focus, evidence-based approaches, professional development, and assessment) by drawing on work in the field of SEL. This approach will enable educators to use evidence-based practices to teach the redesigned curriculum.

Social Emotional Learning is embedded in the learning opportunities provided by professional development days, curriculum implementation days, the work of our Helping Teachers and mentorship programs, our community group collaboration, the shift in our alternate programs, our formative and summative assessment processes, our secondary innovations, our early learning and literacy approaches, the inclusionary focus of school teams, and the Aboriginal Enhancement Agreement.

Social Emotional Learning is at the heart of the Maple Ridge – Pitt Meadows School District and a focus of our mission, vision, and values.



## ANNUAL STUDENT LEARNING REPORT: SUPERINTENDENT'S CONCLUDING COMMENTS

I want to thank the Board of Education for their dedication to *Supporting All Learners*. The work to improve the learning trajectory of all our students requires a steadfast and sustained focus over at least five years, skillful and dedicated staff, and a variety of supports ranging from access to researchers and learning resources to collaboration time. It takes time to build deep understanding and set direction – particularly within a large organization. We have achieved a good start on this work in our school district, but have much work still to do. This report provides a glimpse of the work that has been undertaken over the past three years.

I particularly wish to thank the Maple Ridge Teachers' Association, CUPE, MRPVPA and DPAC for their commitment and engagement with our school district mission, vision and values. Our teams of support staff, teachers, and administrators at each of our schools and programs bring to life our commitment to *Supporting All Learners*. Along with our school staffs, our helping teachers and district instructional staff add so much to the ability of our school district to respond to student needs. Thank you helping teachers, learning services teachers, Riverside staff and instructional support staff! The business side of our school district has always been whole-heartedly committed to student success. It is a pleasure to work with facilities, communications, payroll, IT, HR, international education and finance departments who display such care, dedication and concern for our students.

I hope that you have found the Annual Student Learning Report interesting and welcome your feedback and questions.

# APPENDIX A

## SCHOOL SURVEY 2017/18: GRADE 12

### I AM SATISFIED I AM LEARNING BASIC LIFESKILLS THAT I NEED FOR THE FUTURE IN SCHOOL

	MRSS	SRT	PMSS	THSS	GSS	WSS
At no time	11%	21%	27%	17%	22%	28%
Few times	5%	18%	27%	16%	27%	32%
Sometimes	52%	30%	29%	30%	27%	25%
Many times	17%	18%	10%	24%	18%	7%
All of the time	11%	7%	4%	6%	1%	2%
Don't know	0	3%	1%	4%	2%	2%
No answer	0	0	0	0	0	1%

### ARE YOU SATISFIED SCHOOL IS PREPARING YOU FOR POST SECONDARY EDUCATION?

	MRSS	SRT	PMSS	THSS	GSS	WSS
At no time	11%	10%	15%	7%	15%	15%
Few times	5%	15%	25%	16%	24%	36%
Sometimes	52%	30%	30%	35%	21%	24%
Many times	17%	30%	20%	23%	31%	18%
All of the time	11%	11%	7%	12%	4%	2%
Don't know	0	2%	0	4%	2%	1%
No answer	0	0	0	0	0	1%

### I AM SATISFIED IN SCHOOL I AM LEARNING BASIC LIFE SKILLS THAT I NEED FOR THE FUTURE

	MRSS	SRT	PMSS	THSS	GSS	WSS
Strongly disagree	52%	24%	43%	20%	34%	51%
Disagree	17%	17%	25%	20%	21%	19%
Neither agree or disagree	0	22%	18%	28%	20%	12%
Agree	17%	26%	10%	17%	17%	11%
Strongly agree	11%	6%	2%	22%	5%	2%
Don't know	0	3%	1%	7%	1%	2%
No answer	0	0	0	0	0	0

## SCHOOL SURVEY 2017/18: GRADE 10

### ARE YOU SATISFIED THAT SCHOOL IS PREPARING YOU FOR A JOB IN THE FUTURE?

	MRSS	SRT	PMSS	THSS	GSS	WSS
At no time	10%	20%	19%	16%	22%	28%
Few times	25%	18%	22%	25%	30%	21%
Sometimes	39%	24%	19%	25%	27%	26%
Many times	16%	23%	20%	21%	10%	13%
All of the time	5%	9%	6%	7%	4%	7%
Don't know	1%	4%	3%	2%	5%	2%
No answer	0	0	7%	0	0	0

**ARE YOU SATISFIED THAT SCHOOL IS PREPARING YOU FOR POST SECONDARY EDUCATION?**

	MRSS	SRT	PMSS	THSS	GSS	WSS
At no time	6%	12%	19%	6%	13%	20%
Few times	16%	17%	19%	16%	18%	28%
Sometimes	38%	27%	15%	34%	34%	23%
Many times	31%	32%	19%	26%	17%	19%
All of the time	5%	7%	15%	15%	8%	3%
Don't know	1%	2%	1%	2%	6%	4%
No answer	0	0	9%	0	0	0

**I AM SATISFIED I AM LEARNING BASIC LIFESKILLS THAT I NEED FOR THE FUTURE IN SCHOOL**

	MRSS	SRT	PMSS	THSS	GSS	WSS
Strongly disagree	28%	24%	15%	18%	27%	39%
Disagree	25%	17%	20%	28%	21%	18%
Neither agree or disagree	17%	22%	25%	21%	18%	15%
Agree	23%	26%	16%	22%	18%	17%
Strongly agree	2%	6%	7%	7%	4%	4%
Don't know	1%	3%	5%	1%	9%	2%
No answer	0	0	7%	0	0	2%

# APPENDIX B

## **SECONDARY INITIATIVES 2017/18**

The 2017/18 school year began with a welcome dinner for new and early career secondary teachers (33 mentors and mentees attended along with 5 helping teachers).

The *Secondary Inquiry Project* (34 participants) provided the opportunity for teachers to engage with Spirals of Inquiry and Self Study in an effort to evolve and deepen their practice. This involved two dinner meetings and two school meetings, and concluded with a retreat. A final publication of the teachers' self reflection and research was also produced.

In the *Collaborative Network* (33 participants) teachers work in collaborative teams to develop teaching strategies that encompass inclusion and the redesigned curriculum. Teachers begin planning at a preparation dinner and develop their projects at two retreats to culminate at a celebratory dinner where teachers present their projects.

Throughout the year helping teacher Vicci Halabi also met with all departments after school to focus on the following topics:

- integration of the core competencies
- curricular competencies
- First Peoples' Principles of Learning
- numeracy into teaching and learning
- assessment practices (introduction of the learning map)
- resources and professional development opportunities

The *Secondary Assessment Committee*, consisting of 13 teachers, 2 MRTA representatives, 4 administrators, assistant superintendent Shannon Derinzy and helping teacher Vicci Halabi met once a month. The focus of this committee was on three key topics: student self reflection of the core competencies, numeracy, and standards based grading.

During the month of May, Vicci Halabi also developed and led a series of three assessment workshops focused on how standards based grading builds student hope, efficacy and achievement. All teachers participating (31 in total) also developed a learning map.

The majority of professional development opportunities emerged out of department head meetings. These opportunities were held after school, during professional development days and during curriculum implementation days. Topics of these workshops included *Assessing the Curricular Competencies*, *Teaching Biology Through PBL*, *Sustainability and Indigenous Content in the Science Classroom*, *Assessing the Curricular Competencies in Mathematics*, and *Indigenous Storytelling and Resources*.

Throughout the year Ms. Halabi also collaborated with individuals and teams of teachers to rewrite BAA courses to align with the new curriculum. The following courses have been developed collaboratively with teams of teachers:

- Baking 10
- Advanced Basketball 10
- Hockey Skills 10
- Westview Soccer Academy 10 to 12
- Textiles Arts and Crafts 10
- Psychology 11 and 12
- Criminology 12 (currently being completed)

# APPENDIX C

## **KEEPING KIDS IN SCHOOL (KKIS) SAFE AND CARING SCHOOLS UPDATE 2017/18**

During the 2017/18 school year, our team has focused on supporting our students at risk for not attending and those who are not attending due to mental health challenges. We have increased our focus on supporting families to get the necessary community resources in place to support their struggling child. We supported students K–12 in various different formats depending on the needs of the child.

Our team supports our children and youth in a variety of capacities. The following are a few examples of how our team has engaged with our students this past year:

- Provide 1:1 support to both students and families
- Work in classrooms
- Facilitate groups at the elementary level. (i.e. Grade 7 transition, yoga/ mindfulness, horse program)
- Provide transportation to school
- Attend community appointments with families in a supportive connecting role (ie. Child and Youth Mental Health intake, Wellness clinic, Hospital meetings etc.)
- Participate in school-based wrap around meetings
- Participate in secondary attendance meetings
- Collaborate with school teams around the development and implementation of plans to support student attendance
- Provide the sole connection to school district when students are not attending
- Transition students to new educational settings
- Identify and support students in the transition to the Riverside Centre program
- Provide educational programming when students are not attending
- Provide monthly attendance monitoring at secondary schools

Number of elementary students supported by Safe and Caring Schools:

- Students attending school but are at great risk for non-attendance: **60**
- Students not attending school: **2**

Number of secondary students supported by Safe and Caring Schools:

- Students attending school but minimally: **81**
- Students not attending school: **4**
- Students transitioned from not attending to an educational setting: **43**

The Equestrian Program continues to be a well-loved, in demand program for our students who struggle to engage with their learning at school. It is incredible to witness the success some of our most challenging students have when they are at the barn. This year 25 elementary students and 23 secondary students attended the horse program.

Dr. Mel continues to be an invaluable resources providing our families in crisis support when they most need it. This past year Dr. Mel worked with 24 students and their families.

During the course of this past year, the need for our team has become greater than our capacity to support. Working with Laurie Meston, we have begun to review our present support model with the intention of narrowing our scope of practice with the goal of ensuring our model is not duplicating other services offered in the district and to ensure our support is purposeful and meets the needs of our district. We have identified grades 6–9 to be a vulnerable time for our students at risk for decreasing engagement and non-attendance.

# APPENDIX D

Source: Middle Years Development Instrument (MDI) data collection: 2017/18.

## Grade 4 Results:



**Thriving**  
Children who are reporting positive responses on at least 4 of the 5 measures of well-being.

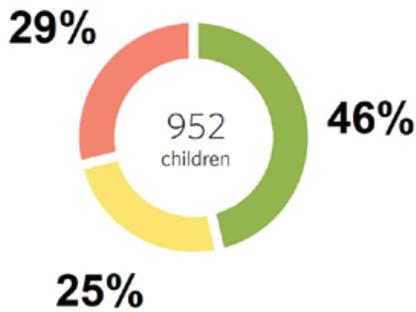


**Medium to High Well-Being**  
Children who are reporting no negative responses, but fewer than 4 positive responses.

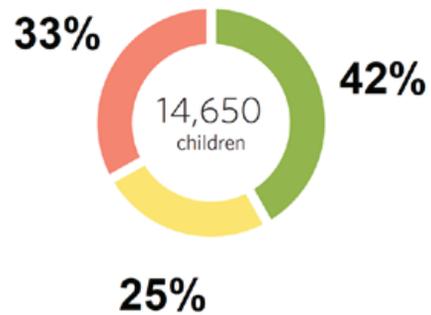


**Low Well-Being**  
Children who are reporting negative responses on at least 1 measure of well-being.

Maple Ridge - Pitt Meadows (SD42)



All Participating Districts



## Grade 7 Results:



**Thriving**  
Children who are reporting positive responses on at least 4 of the 5 measures of well-being.

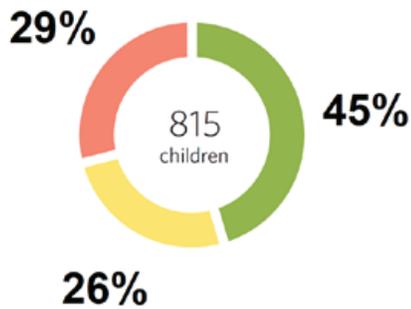


**Medium to High Well-Being**  
Children who are reporting no negative responses, but fewer than 4 positive responses.

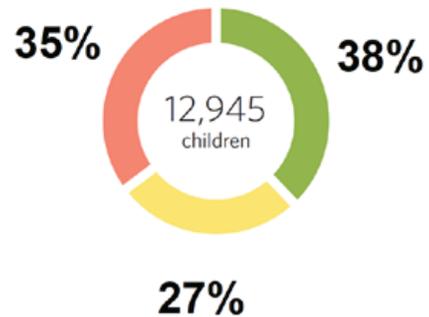


**Low Well-Being**  
Children who are reporting negative responses on at least 1 measure of well-being.

Maple Ridge - Pitt Meadows (SD42)

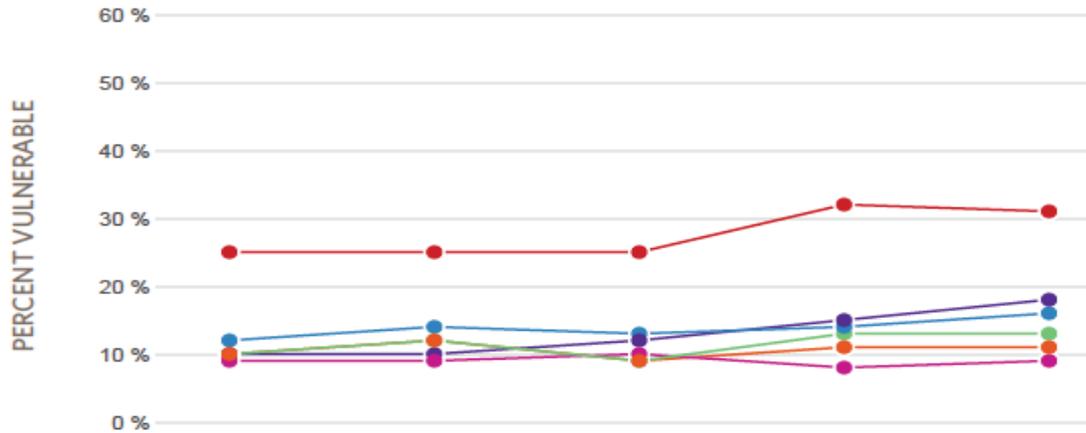


All Participating Districts



# APPENDIX E

Source: Early Development Instrument (EDI) data collection: 2004-2016.



	WAVE 2 2004-07	WAVE 3 2007-09	WAVE 4 2009-11	WAVE 5 2011-13	WAVE 6 2013-16
Physical	10	12	9	13	13
Social	12	14	13	14	16
Emotional	10	10	12	15	18
Language	9	9	10	8	9
Communication	10	12	9	11	11
One or More Scales	25	25	25	32	31

Note: Data is suppressed for waves when there are fewer than 35 kindergarten children in the school district.

# APPENDIX F

## **GENERAL AFTER SCHOOL PROGRAMS**

### **GRADE 3 ACTIVE KIDS HOUR**



The Active Kids Noon Hour will give children the opportunity to strengthen positive relationships with adult mentors, increase fundamental movement skills and build their understanding of healthy eating.

Participating students will be supervised by Maple Ridge - Pitt Meadows Parks and Leisure Services Staff. School district staff will assist with facilitation of activities.

The program is located at Blue Mountain Elementary, Webster's Corners Elementary, Glenwood Elementary, Hammond Elementary, Eric Langton Elementary, and Davie Jones Elementary

## **THE ACTIVE KIDS NOON HOUR PROGRAM AT 6 SCHOOLS**

### **PROJECT IMPACT**

- Convene teams of high-capacity leaders from 8-12 organizations in a learning community.
- Provide graduate-level training in program evaluation that is practical and paced for social sector professionals.
- Interact in monthly individualized coaching conversations to customize and embed learning.
- Design and execute fresh evaluation strategies.
- Produce quantitative and qualitative findings to demonstrate and improve impact.
- Completed January 2019.