

## INDIVIDUAL RESPONSES

### *Participant A*

Over the past 5 years, what might we consider our collective successes in supporting student learning?

- The number of students graduating; focusing on student completion.
- High level of standardization in teachers at our district.
- Professional development and student achievement – successful teacher=successful students.
- School environment – “if I was a kid I would really like to go to that school”.
- Culture of the school is positive; creative.
- Improvement in FSA scores and student success.
- Apprenticeship programs are excellent – making them more mainstream; linking with college.
- Looking at alternate ed model – inclusiveness built into schools; 0 yr. house alternate programs.
- Technology is improving in schools; lots of opportunities for students in schools; variety in opportunities. Using technology kids have for educational goals (ie. cell phone access to internet).
- Trend to early intervention and early screening
- Collab between feeder schools, club time.
- Provide Pro-D
- Support new initiatives, pilot projects, AVID, APPLE
- District has supported leadership programs, e.g. elementary inclusion
- Supported alternate Ed. programs
- Transition of st. with individuals
- Help the “grey ducks”, the middle level
- AVID program
- The success of alternative programs in this district – lowering the drop-out rates.
- Overall effort from the district working together
- Leadership program for all parties
- Student Services and Education Centre to keep students not to drop-out
- Distance Education to allow different mode of education.
- Busing programs
- Sports program at all schools. Networking (internet) technology.
- Work at the primary
- Preparing for K
- PLC / Collab time
- Staffing support for schools – extra FTE’s
- Processes to principals – leadership developing CL4L
- LDRSP Program
- Need to build on trade success
- District Aim is solid “graduate”
- Connecting 1<sup>st</sup> Nation students – curriculum/programs, local bands

- Efforts for SN students – integration
- Extra-curricular connections – huge opportunities/experiences
- Healthy look toward assessment – students to adults
- Looking into the future – alt. Programs; app. Programs
- Integration of SN kids
- Collab. Time – creates communication, consistency, everyone gets the same page
- Breaking bad routines – inspiration
- I like the literacy teachers & helpers at middle especially. It brought meaningful teaching practice to those schools.
- The Shelter Program has been extremely effective
- The Apple Resource program in getting kids through who would not graduate (this is like an elementary approach to teaching - 1 teacher for the students – in the core areas).
- Collaborative model is a step in the right direction (CL4L). It involves non-teaching staff (the content of the sessions needs to be revisited if our wish to include them).
- Career ed programs have been maintained which is great – apprenticeship, career prep. We are given an opportunity to expand and make them grow as our district grows.
- We are starting to look at the fact that children don't all learn in a traditional sense. Teachers are being expected to move toward differentiated learning/teaching, (learning of the net, from each other, express themselves in a variety of ways) these are being explored.
- RSL – made huge difference
- Full-day K – magical
- Change to 30% oral lang. In IRP – elem.
- Initiation of new curricular in primary – Talking Tables/Read Nat./Lang. for learning – more appropriate for how kids learn
- Swing to early learning (3) is making a difference
- Shift to front end loading
- Interim – pressure on teachers to be very good – complacency at this level cant' be ignored
- AO thinking about learning & talking about it is important
- Better at early learning – all day K
- Opening doors to pre-schools
- Not waiting to identify at risk
- Start earlier before behaviours set in
- Better job of allowing transition time between elem./middle – recognize a problem
- Allowing outside resources into schools.
- Getting parents involved in elem. schools and staying involved
- Smart learning at elem.
- Use data better to make decisions
- Lots of resources at elem.
- More focus on intermediate
- Pilot projects ADR transitions.
- Collaboration – huge success
- Involving parents at district level
- Curriculum Dept. – balanced literacy. Director – research based. Literacy & numeracy
- Leadership group – focused & direction & vision to move.
- Learning & collaboration & PLC. & camaraderie & collaboration

- Collaboration around staffing ie. flexibility around school context.
- Supportive leadership team.
- Many beginnings ie. PLC beginning to see fruits
- Strong moral compass. Building a community.
- Inclusive of strategies ie. SMART & math
- Focus on early intervention ie. EDI
- Primary literacy. OECO reports
- Starting to provide alternate programming in middle & high school
- Starting to provide for social-emotional needs.
- Focus on the Pro-D for teachers
- Elem. level improvement of Gr. 4 FSA
- Maintenance turn around improved
- AO Pro-D good
- Focus on early learning
- Programs like RM, SMART READ
- Literacy programs
- Fr. Immersion – Dist. Programs
- Apprenticeship; Distance Ed.; Comm. Schools
- Initiatives @ school level – support
- Alt. Ed. programs
- Changing teaching practice via collab. model
- Mentoring – move to better ways of teaching
- Focus on early learning – looking at data EDI
- Resources on early learning
- Admin. together to talk about practice – concept forward thinking
- Class sizes reduced – Dist. Averages
- District collab. initiate works well (teachers & curric.)
- All partner groups – admin. meetings
- Leadership meetings
- Student achievement success
- Coop. In SD #33 (union, CUPE etc.
- Encouragement of AO's to network (eg. Breakfast)
- Mary-Anne initiatives
- Student services adjustments
- Our apprentice program – good
- More coop programs
- Abor dept. excellent
- Student services is evolving
- Better trained LAT's
- School collab. time – positive (not in all schools)
- Still building sense of community
- Collab. time culture – working through it
- Teacher and admin. collab.
- Good understanding of community needs
- Apprentice program!!
- Elem. teachers have strong commitment to student learning – doesn't translate well in secondary
- Define purpose in our district (working on it)
- Put support and funding for special needs students

- District-wide international and ESL student program – focus, standards and consistency
- Collaboration opportunity – teaching staff, and all over the district has become part of the culture, created change, promoted prod.
- Partnership meetings – know people, learn from each other, district perspective
- Renewal of technology, focus on a sustainable tech model, using the best tech for the task – to exclusion of any platform.
- Standardized tech environment at all levels – software
- Student info. – BCeSIS
- School growth plans (model)
- Focus on literacy/numeracy
- Having one solid aim for the district
- Focus on centralization – working together
- Collab. days / PLC
- Student support services – support to special ed. teachers
- Balanced assessment
- Apprenticeship program
- Technology plan
- Tracking of students (completions rates) – at risk students
- Looking at data to support learning
- Push for collaboration
- Focus for at risk learners
- Early learning / early literacy programs – Strong Start
- Apprenticeship opportunities
- Challenging courses / variety of courses
- Teamwork building has started
- New initiatives in classroom and teacher learning
- Specialty programs have had financial & district resources support
- Willingness to accommodate special needs
- Integration of support groups working better together
- Support groups understand student / school better
- Clearer educational vision by leadership team
- Empowering staff to innovate programs
- Start looking at individual student achievement data
- Enhanced focus in Ab. Ed. student achievement
- Acknowledging out failures
- Listening more to understand district struggles and challenges
- International funding is a positive contribution
- Including EA's in school based meetings and Pro-D
- Increased activities: “Amazing Book Race” – tech competitions to introduce kids to outside competition
- Cross district programs – MMS, SMART, unique for PBS
- Collaboration within own schools as admin. and beginning to increase F/schools
- A-Z for primaries – early lit. – PALS program – preschool lit. talking tables – more help in early intervention. We can fit the st. into their learning environment to suit their needs.
- Collaboration time – weekly time – after school. Collab. time where you can go deeper – chance to focus on school goals. PBS / assessment
- Move to professional learning community = focusing on it and working together = stronger as a team when we work together

- Overall district goal = not everyone suited for University – where do we take these st. talents after grad.
- Much better job collab around assessment looking at the matrix – reading, writing, math, EBS
- Coming out of isolated classrooms and learning to collaborate = early stages – getting us on a better path
- Developing EBS goals – professional learning communities
- Early years – Strong Start – reaching out and connecting with the community, establishing relationships with school.
- SMART = common lang. around curriculum
- Moving towards the same track in curriculum
- Better trained bus drivers / staff
- Promoting professionalism
- Making bus drivers leaders in their bus safe drivers
- Evacuation / student mgmt. / driver enhancement
- Providing the best possible training
- Collaborative learning – extra time
- Success of International program
- High quality of EA's dedication level
- How Resource Program amazing program
- Implementation of better equipment – gets job done faster
- Streamlining processes
- Voice for custodial dept.
- Needs of school and students can be met
- Entering into collaborative process with educational & support staff
- Development of all stakeholders having a claim in team approach
- Choice schools, shelter program, pro-d days, vision where out district is going, money allocated for collaboration, support (resources) offered to schools, funding allocated to needier schools, youth workers in schools
- Kipp Centre – Ruth Wiebe literacy initiatives
- Alternate Ed. – shelter program
- Collaboration
- Development of online learning. More flexible in developing success plans with students ie. Ed. students coming to CSS, Distance Ed.
- Attracting student to SSA students

## INDIVIDUAL RESPONSES

### *Participant B*

Where do we need to continue to focus our resources? What work have we started and need to continue in order to achieve our goals for student success?

- Early learning & intervention
- Int. literacy, numeracy, SR
- High school drop out
- Collab. – is a big deal PLC teachers working together
- Focus on learning
- Formation assessment @ all levels esp. Int.
- Admin. opportunity to connect (comment?) in meaningful ways
- Student diversity – at risk pop., 1<sup>st</sup> Nation
- Special needs – unique learning styles
- Opportunities for every graduate – we need to do better
- Staffing process – resource where there is need; some good and some bad; kids need support
- Streamline process to make it more efficient to reduce work, reduce resources
- Continued collaboration and leadership meetings
- Dept. meeting to discuss process & analyze it
- To determine strengths & weaknesses of our process with staff members
- To utilize our staffs strengths
- To determine district standards
- Continue to focus on technology – transparencies, OH are redundant
- Give resources to continue with DPA & nutrition
- Continue with technology
- Training at all levels – everyone must be able to advance (be supported)
- Technology, consistency in the district (resources among schools)
- Staff ability to deal with other staff & parents (communication) – respect in the workplace
- Follow through on programs, training, get current learning resources
- Start to work on staff training, technologies
- Continue to offer alternative courses and settings. (APPLE program at CMS) – we are not reaching all kids yet.
- We need to expand our middle school focus – expand programs at this level
- Continue to focus more on early intervention
- Provide more choices for students
- With new schools we have opportunities to start new cultures with lots of opportunities for students
- Would be good to enhance work experience opportunities
- New program that focuses on assessing learning outcomes for students with a wide variety of assessing – not always testing
- More sharing of ideas (more pro-d for teachers)
- Continue to focus on collaboration time

- Focus on developing trades at a younger age 7-12
- Focus on teacher training
- Continue to work with UFV (expanding partnerships)
- Expand the great work at the primary level and expand this to grades 4-10 (increase our pro-d focus for teachers in grades 4-10)
- Need to revisit the overall look at the middle and secondary levels
- Need to do a better job with kids dropping out
- When they are at the final step need to bridge that gap
- More opportunities as a younger age (7-8 onwards) to start looking at non-academic path (ie. apprentice)
- Need to continue to focus on people for example EA's; build on relationships with adults
- Continue collaboration with excluded / school staff / etc.
- Continue to enhance health & safety; buy in from employees & staff – not forced upon them
- With new facilities build environmentally cleaner buildings ie. carpets
- Bus driver training; school bus driver course annually
- Continue the annual driver evaluation
- Continue to streamline office procedures
- Apprenticeship program
- Work experience
- Career education
- More \$ for enriched programs
- Data collection
- Alternate / sheltered programs
- Vulnerable students
- Technology
- On-line learning at sites
- Youth workers in school
- Utilizing BCeSIS
- Collaboration
- Identify students / schools with at-risk students & staffing based on needs
- Data collection systems – need to get data bank
- Data need to drive strategies – incremental not the moment – make it systematic
- Started good work in comm.. – super email, email, schools & dist. Website
- How do we get teachers to use email
- Good work in shifting pro-d from workshop to job embedded – for admin. & teachers
- Making shift to a learning culture
- Push in early literacy & intervention
- School based AIT programs
- Expanding online learning to all sites
- Expand technology – take care of employees
- Curriculum
- Update innovative curr.
- High-end teachers
- Technology
- Use DL support blocks to do planning & then improve results in English & Math
- Collaboration time – continue – just trying to get systems & times in place.
- Structure time around school goals. Continue & improve first steps in Math. All over the place with Math. Who is trained in 1<sup>st</sup> steps & how can we enhance

- Developing collaboration between teachers – right track. Focus more. What are growth plans? Where are our weaknesses in our own schools? – focus. Starting with supporting grey ducks & kids that have weaknesses. More bridge programs in elementary schools. Foundational skills needed.
- Increase time for school collaboration. Encourage all staff, school wide professional development towards maintaining & improving schools. Continue our work in early intervention – welcome pre-schools (Strong Starts / PALS). Continue to focus on positives rather than negatives.
- In management & organizational level
- Continue work of executive – give structure to administrative level
- Active research, informed assessment, student attention all starts with senior admin. give resources, support to teacher so student can learn
- In tech. dept. more structure & team = better results
- Collab. learning structure, communicate cohesive vision, regular meetings & training sessions
- Human resources – worried about EA freeze – what’s happening to kids coming into district who need time?
- Take a hard look at how EA hours are assigned & what EA’s are doing with their time.
- Continue parent awareness & connection to schools – build relationships – focus on positive
- More money into computers
- Coordinate resources with other agencies to deliver services to kids – early childhood mapping EDI, Ministries of Health, Family & Training
- Use lottery funds for school in an equitable way
- Build business partners for apprenticeship
- Team with mental health, PHAN, pediatricians
- Set priorities in terms of curriculum
- Narrow focus
- Forget the needs
- Have community schools run, athletic programs – coaches, transportation, schedules
- What teachers need classroom come first
- Build strong support
- Safe environments
- Need to build a sense of community
- Collect data and reflect upon it
- District enables us to do what we do
- Every school is unique and has its own focus. We need to trust the schools to do what is right for the kids – some site based money
- Need to stay with foundations
- Need to stay with good curriculum resources instead of changing programs (Math)
- Need to move staff around
- Collaboration needs to continue but structure should be reviewed
- Can’t build on a culture of formative assessment
- What interventions can be put into place for students
- Continue work with school based teams identify & support kids at risk
- Continue to gather data on what really is working well.
- Mentoring program – support all of our teachers in the positive things we are doing
- Using teacher leaders

- Allowing principals and school leadership teams to have some control of their in school budget
- Pro-d initiatives – lots going on and easy to find what is needed
- Continue to network with partner groups understand each others roles a bit better.
- Collaboration is allowing teachers to work together
- Giving teachers time to collaborate
- Supporting the process of discussing what student need
- Able to hire staff to allow an entire group of teachers to work together
- Allowing teachers to have discussions where previously there was no time to allow for this discussion – what are the student needs? How are we meeting these needs? How are we using the resources we have to make a difference?
- Allows us to follow-up on things that we have started – share what is working and what isn't; allow for consistency throughout the year
- Continue to focus on early learning
- Push for full-day kindergarten
- Expand the Strong Start program
- More work needed in the area of Math – not just Math Makes Sense
- Need to continue to work with Talking Tables
- Need to provide better alternatives for those students who “don't fit the box”.
- Need to keep in mind that different schools have different needs and we have to support them.
- Continue to focus on early literacy – find ways to get to kids before they get to kindergarten
- Full day kindergarten – not increasing the curriculum but have a chance to meet the expectations that are there now
- Look for best curricula possible that can be used in the early years – materials such as Talking Tables; oral language time should be higher than 30%
- Ready, Set, Learn needs to be strongly supported and expanded – need to make this better; need to find a better way to get to those kids who don't come to these events and those are the ones we need to get help for
- The better prepared they are at the start the better chance of success
- Keeping the collab. time is important
- Curricular issues – able to work on this; learn from each other (best practice)
- Continue with our helping teachers (Math & Reading)
- Focus on putting the \$ into classrooms
- Need to continue with CL4L
- Continue to build true team vs. group
- Early learning & funding – should be included in the budget to assist the school's with initiatives in this area
- Early intervention program @ Strathcona (Kindergarten) – expanding on this so there is more opportunities for needy schools
- Collab. time that has been allocated to schools for teachers
- CTA could provide more \$ for Pro-D for their members
- Early learning programs – intervention programs for K
- Collecting EDI data & understanding that data
- Maintenance (current practice) is great – more transparent
- Pro-D – the support – it has improved a lot – needs to continue
- Supporting students with difficulties in school – move up the grade levels
- Collaboration needs to continue – opportunities for teachers to get together, both the site-specific and across the District

- Continue to search for the “why” of student difficulties
- Resources need to be focused in the classroom
- Pro-D for teachers / opportunities to share ideas
- Collaboration needs to continue – learning from each other – align departments to achieve a common goal
- Revisit model for alternate settings; look at an additional layer of alternate students in mainstream schools, like APPLE program @ CSS
- Support st. w/spec. needs / with lower needs. Support all w/sp. needs / need to continue. With less support we will see more drop out crime in community – pay attention to lower end students. Dist. done a good job – need to continue. Students like / perform well in alt. ed. different culture/setting. We need to continue w/prog. (alternate) as is
- Library/research to continue. Continue w/internet accessibility details are abundant on internet; video conferencing, webinar. Network infrastructure is in place but not used to the total potential. Look at big picture recycle / energy – explore heating ventilation, go green
- Collaborative opp. For discussion on curric./assess, etc. w/concern re: student safety we need to continue to support schools w/safety needs. We have improved transition plans
- Staff prof. Dev. and team dev. – continue
- Continue with post sec. Opportunities in our region – UFV, exposure to options available for students.
- Continue the collab. time – in to supp. that – teachers talking – communic. – sharing ideas – best pro-d – some amazing things happening at Leary
- Tech – coaches on demand – need to release these folds to go in to support teachers (continue to support techn. next year)
- Resources for teacher learning
- Pro-d / collab. learning / assessment
- Teachers to learn together
- Teachers to dialogue & share best pr. on asses (formative assess. – biggest impact on student achievement)
- Collab. – common assess. / assess to improve; practice = students learning
- May not be making a big difference yet
- Resources in our schools, as opposed to the Board Office
- We have added many bodies at the SBO over the last few years – not sure that’s what’s best for our students / teachers
- we have been getting “top heavy” – more resources need to be with kids
- tech coaches – it is changing so rapidly – we need to have that supp. continued
- staffing – smaller groups – greater focus with students
- District literacy program
- Apprenticeship program
- District pro-d for teachers
- PLC collab. model
- Technology
- Data collection – bringing meaning to data
- Professional learning – need more meaningful in-depth conversations
- Continue with formative assessment implementation
- Continue to provide in-district pro-d opportunities for teachers
- Continue to let schools develop their own unique traditions
- Literacy / numeracy programs

- New growth plan format – easier to communicate / achievable
- Online learning – better use of technology; building timetables; focus on gaps in student learning

## INDIVIDUAL RESPONSES

### *Participant C*

What are we doing now that is not supporting student success? What do we need to stop doing?

- Not enough interaction between schools
- Not enough outside resources used to support students
- Communication with students & community people about services available (ie. alt. ed., Ed. Centre – for drop-outs)
- Not looking at other educational programs for lower end students
- We have good potential in the programs, but we need to work at making them better
- Not aligning “out-of-school” and “in-school” alternates (curriculum, assessment, transition, promotion – need collaboration)
- Stop isolation of students, staff (people) in schools to create common goals
- We have a large aboriginal pop. not graduating
- Stop gap in #'s in work exp. apprenticeship program – demographic not changing in these programs
- Middle of the road kids need the information and opportunity
- Stop thinking kids will do it on their own
- Stop being rigid and inflexible about school hours & delivery of service
- Destructured at loc. School by school organization
- District understanding of the need for district wide systems & structures
- Each school dealing differently
- Separate teachers’ needs and “having” computers
- Support the district plan so that it refreshed at a District level rather than the time consuming school to school
- Stop current model of delivery of service to sp. needs – draining the system
- Re-examine philosophy around service
- Time & resources aren’t coordinated well enough
- Stop adding more on to teachers’ plates
- Having admin. out of building too much
- Having linear courses when students want semester courses
- Stop talking on ... and start talking about meat & potatoes – how do we implement programs, etc.?
- Stop accommodating incompetence in classrooms – need real dialogue
- Look at your timetable – middle school – more time for academics
- Individual pro-d not moving people forward
- Cohesive accountability strategies for students
- What we do is focused on student success – whether it is working?
- Maybe too many initiatives
- Class size issue (research says reducing #'s does not impact achievement between 15-30), so reducing class size doesn’t help but does bind us financially (stops us from otherwise supporting classrooms) = more resources in schools
- Suspension, drug & alcohol, & transfer policies

- Rigid time structure
- Money spent on frills (ie. laptops in classrooms at elem.?)
- Dispensing funding when it doesn't go to classroom
- All ESL money into ESL classrooms!
- Not paying attention to successes in other districts
- Everything we do supports it, have to reach individuals
- Switching programs (bandwagons) without really understanding
- We have kids leaving schools & we don't know where or why
- We're letting these kids go. We're satisfied with just doing paper work.
- We should stop giving zeros for late assignments for example
- We need to stop wasting money
- We shouldn't be satisfied with just doing a mediocre job
- We are not supporting special needs students enough. We are always playing catch-up
- We need to stop complaining & start being more creative in supporting these students
- Too much discuss meeting – too many – not time 1 on 1
- Not enough EA
- Touch ministry discussion – not enough EA time
- Less paper work
- Teachers stop discipline
- Transfer discipline to parents
- Stop focus on fitness & nutrition – give to parent
- Too many social issues
- Stop talk meetings
- Stop pro-d during class time!!!
- Not offering an efficient process
- Not wasting money on duplication of efforts
- Inefficient
- Not communicating collective needs from schools to support level
- Schools to independent
- Stop command & control attitude
- Allow people to use strengths & creativity
- Stop acting as individual / independents – more team building
- Look at great programs that have proven success – not reinventing wheel
- Communication – school to school / SBO
- Vision & mission – personal desire to implement change
- Empowering individual that have leadership capacity to innovate as apposed to stifling
- Stop common – not clear with sub-organizations – wasting financial resources at all levels
- Extra responsibilities that take teachers away from the job of teaching
- Reduce paperwork and streamline
- Emphasis on manufacturing statics rather than focusing on individual students
- Focus on student learning: have information about student learning to drive what we do to improve student learning
- Pro-d offered earlier in the year to enable teachers to implement their plan earlier in the school year
- Class size
- Lack of resources

- Technology: lack of flexibility with tech; pass the buck mentality and we need quicker service – “who does the job”
- BCeSIS: more work less results; training process need improvement
- CT time for CUPE members!!!
- Focus too much on numbers – need to focus on the whole student
- Grading: performance standards, marks, how do we grade students
- Time allotments - % of time given to non-academic courses needs to be looked at
- Similar time schedules of mid. schools
- Grade organization 7-9 mid. Is our current model the best (K-6, 7-9, 10-12)
- Is there enough for at risk students
- Providing resources for student diversity and at-risk students – special needs; larger percentage of students with unique educ. Demands
- Bureaucracy is too steep; accountability around student tracking and admin. – too many levels at student services
- Student services model too clunky – reactive – inefficient
- Aboriginal Ed. – reactive – efficiency hit and miss with resource allocation
- Teacher mobility – stagnant – get them going around the community – “stay and hide”
- Support services – start from ground – restructure – no grandfathering
- Aboriginal Ed. – lacking in district leadership – connect w/bands – trained teachers who are aboriginal – systematically – plan to support at-risk learners
- Too many District staff
- FVDES over-lauded and budgeted in relation to success
- Ed. Centre – not seeing grad information
- Secondary collaboration money could be refocused
- Itinerant position seeing result? Like collab. time. – French Itinerants what do they do – specialists effectiveness
- Is French important?
- Collaboration allocation – current CL4L model high resource not connecting with non-teaching staff
- Developing programs without considering all the players, ie. Strong Start program with no cleaning time (?)
- Stop planning programs without all players
- Not going for enough, ie. a more collective approach to help students on the border of falling between (social issues & SD); say money not avail., cuts, etc.
- Lot of procedures ineffective, ie. principal time waste, contracts, photos, pop machines, etc., uniform approach (all schools be the same)
- Do not use technology enough as a tool to change the way some of our professionals do their job (transition, IEP, BCeSIS, accounting?) There are some technologies out there that should be able to impact student success
- Allocation of some resources need to be evaluated
- Admin. meetings – focusing too much time on theory and not enough on practice or student success
- Need to have administrators in the building more often
- Technology – not using to potential; profiles, IEP’s, transitions; programs out there that could be more efficient
- Lack of ownership for technology
- Technology and district support

- Lack (alternatives) for elementary students who do not fit into the regular programs (ie. at risk) – not the right setting (all levels); rigid time structures (ie. middle & sec. – student needs to fit in); there are programs out there that we could be using
- Having too many initiatives in the district – need consistency between schools; work on program, get proof of results
- Current collab. time at secondary level & leadership CL4L
- Too much pro-d coming out of the classrooms (teachers) – need a better balance
- Current model of sp. needs to be reviewed (philosophy, delivery of services, EA's, district services) – too “clunky”; so many different requirements, some students are not getting the needed EA time; itinerant teachers not seeing the results in the schools (ie. French); need more support; what is the philosophy? (ie. 1 child per EA?); “the grey ducks” are not being served; accountability of itinerant teachers (flexibility of staff outside of school hours)
- Transportation – providing services in schools (early learning – who is doing) so that the depts. can link
- Communication – efficient – common theme – has improved in the past few years; not all important info. is being relayed (ie. district & school); “selfish” ownership of info. – need to ask “who needs the info I have?”; not enough interaction (comm.) between schools (school visitations)
- Accessing programs suitable for students (middle, sec. – need programs suited for all students – ie. trades, etc.)
- Fraser Valley Dist. Ed., Ed. Centre – look at resources; how they are serving kids
- How we define st. achievement? Look at progress (ie. sports teams & allocating funds / resources for a few students – soccer, basketball) – 12 students already on rep. teams in the community; look at Fr. Immersion; How are these contributing to st. achievement?
- Elem. – sports teams draw students to schools – don't have enough resources
- Sec. – we lack football teams, and other districts have ...
- Middle School – time allotments – not balanced; grade configurations
- Not utilizing outside community resources
- Emphasis of manufacturing student systems
- Technology – stop having “frills” (ie. laptops for each teacher); scattered school approach and not a district
- “negotiating” all students the same
- Initiatives – look at programs with proven success; adding the extra responsibilities for teachers
- Having Pro-D spread out over the year – could do in August
- Lack of ownership for initiatives

## INDIVIDUAL RESPONSES

### *Participant D*

What needs will we have to address in the future if we are to achieve our aim of every student graduating with opportunities beyond graduation?

- More intervention structured into intermediate (elementary). We need a middle ground between elementary & “Chance” type programs.
- Change our practices with students that have been formally identified, but what do we do with those kids who we know are not going to make it in middle school?
- How do we deal with the grey ducks who are lacking the foundational skills? These issues were starting to be addressed a few years ago – a committee was started but then faded
- How do we better address the gifted student or those impoverished and stay within budget?
- By the time our students leave in grade 12, is to have them understand and realize their passions. To help them find their direction.
- We need to go more heavily into early intervention
- Establish a ‘Strong Start’ “like” program in every school
- Encourage neighbourhood pre-schools to participate in schools
- Continue process of early intervention throughout intermediate
- Do a better job at identifying our students and sharing info. between schools and middle schools
- Continue the systems (management & admin.) structures. Keep the work going. Great work is happening; collab. work, manag. training – from there everything will fall into place
- Resistance to change
- Expand concept of Distance Ed.
- Rethink our secondary schedule – eg. school open 8 am – 8 pm, more flexible hours
- Accept our roles as parents – more connection with the ministries
- Daycares / preschool on-site!
- Rethink our athletic programs; community school, run athletic programs at all levels
- Effective way of meeting the needs of spec. needs students. Including behave. And all students who don’t have a category but have “special needs”.
- Look at elem. program, eg. cooking programs 4,5,6
- Transition between elem. / mid.
- What is being done middle / H.S. – Gr. 7’s what is going on?
- Elem. engaged in learning / engagement not priority – grades focus at mid. / high
- Change is happening
- Collab. elem. / middle – ex. SMART Learning 100 teachers at Elem. level, what happens at mid. / high?
- Change is happening
- SMART – teacher driven – district support. How do we keep going?
- Maintain level of achievement (what tool)
- Needs 1<sup>st</sup> coming into school – better prepared

- Address needs of community (community schools) - out side plays huge part – can't say, can't help
- Transitions – elem. to middle – no follow through? – need to be better
- Reason – not successful at Gr. 7; good middle not at high
- Need to have teachers Pro-D = best practice – need to update
- World is changing. Change with it.
- Keep kids in school – secondary kicking kids out of school / not lose; stats back in elementary
- Don't have kids who are 2 yrs behind who enter middle
- Reading – focus on literacy – strengthening kids skills
- Intermediate kids quit getting taught about how to read
- Need to teach READING
- Structure all the “stuff” like SPC, PAC, leadership, etc.
- Tracking – continue alternate education program such as Ed. Centre, FVDES, CHANCE, Student Services
- Communicate with Ministry to reach standards & meet goals.
- Some courses may be unnecessary
- Meet needs of full spectrum of teaching with focus on gifted through vulnerable students. Have vision of “typical classroom” with rows of students instead of focus groups. Being .... Instead of looking towards futuristic classroom.
- Address family structures – increase drug & abuse situations
- Greatly improve on student migration – elem. to middle, etc. – move collaboration between grad levels (curriculum, etc.). Make more effective use of RCMP / fire dept. & awareness
- More learning support at middle school level
- EDI demographic – gotten away from whole child; not ....; social emotional issues
- Technology
- Breakdown of community
- Need to promote thinking / differentiated learning
- Aboriginal students
- Special needs
- ESL population
- Student Services
- District as learning community
- Goals too philosophical – more “nitty gritty”
- Graduate students or citizens need moral stewardship
- Continue focusing on the correct use of technology in the schools
- Education of teachers
- Supporting change
- More support for students in special needs – current data shows new K students 1/3 at risk
- Early programs – continued pre-school programs
- Increased use of technology as part of learning environment
- “Adult-world savvy” – need more – money management; investing; financial mgmt. – lacking real world skills dev.
- Information about student learning has to drive what we do (individual & systematic)
- Resist the band wagon
- Work with colleges & dual credits into post secondary
- Expand on-line learning
- Work experience necessary

- Take advantage of DL funding that is there to be successful (every kid in DL course for planning)
- Schools need & offer high end programs
- Positive school culture – desire to attend
- Spending \$ on good teachers, textbooks, up-to-date data and equipment
- Expand our programs for middle students not following academic students
- Alternate focus on trade or other areas
- Communication parents/student facilities outside school – open frequent communication
- Losing at middle – programs expanded at middle level
- Work experience, partnership UFV – business
- Human resource factor – all levels of staff – secretarial/custodial/teachers
- How the attitudes effect learning outcomes
- Structure of school – student don't always fit
- Flexible structure – middle/sec.
- Hands on learning younger age
- Adult connect with students
- Student success influence by caring individuals – teacher training revisited demands – changing – additional support training.
- Address attitude that it is okay to let students opt out
- Need more opportunities for students that do not fit regular school model
- Address disconnect between the way we deliver education and the way our society is heading
- Site based alt. programs (north side support shelter programs)
- Variety of course offering (including more trade offering for both genders)
- The EA issues to provide adequate support
- Money for collaboration
- Administrators work with teachers about the perception about student learning
- When we have “teacher” shift their attitudes
- Get to the “white elephant”
- Admin. needs help in shifting teacher attitudes
- Start looking at the show student – social/emotional part equally important. Too focused on numbers
- Focus on individual success relative to where they started
- Look at how we are grading & reporting
- T risk learner at middle/high school. 70 kids a year. Must find a way to keep these kids in school. Review grade consideration (9's in high school?)
- Connect schools to community sand colleges to help give students a vision for their future.
- School 10months? Year-round model would help some kids (review)
- Examine middle school level – grade promotion – “you must have outcome based learning – you don't move on until you have this completed”.
- Support non-academic track – apprentice track
- Promote ourselves better
- Reach out to the community.
- Need to go back to what is ... at the elementary years where kids are “just passing”
- Need to make the classrooms smaller
- More learning assistance
- More computer time??
- The middle & secondary

- The full-day K is a good idea to jump start their learning
- LA is not allocated by need
- The basics needed
- Continue to make reading / writing a basic skill
- Research skills – not just technology
- Need to ... “realistic expectations” for work after school
- Need more co-op apprenticeships at the secondary level
- Marginal teaching – spend a lot of time on high achieving teachers so they can be teacher leaders
- Solidify the focus on curriculum (commitment to curriculum PLO’s)
- Pressure on schools are to meet mid. students needs – behaviour / learning / social & emotional issues. Supporting teachers so they meet these needs
- Realize needs of every student – need to start earlier in the process – looking at career-type opportunities – job skills – connection employer in the community
- Look at continuing to build relationship with student on an individual basis – get back in school
- Look at making sure fund are directed to student needs, not just to academics, more LA time, apprenticeships – more buy in from parents – reach out to community – utilize skills within
- Work experience type skills
- More resource money
- More standardization of procedures between schools
- Look at replacement staff to develop continuity (?)
- Doing okay
- Transportation is moving forward progressively
- Teachers, dialogue b/t grade levels. What does each student need to know for the next grade? Dialogue b/t teachers
- Expanding opportunity for special needs, struggling learners, alternate students with respect to career education
- Focus on practical skill development. Involvement in community for work exp. so they can transfer skills
- Providing alternate model needs to be revamped. Comprehensive
- Special needs – more EA’s
- Strong support for school by Admin. – must be able to support ALL staff ALL the time
- Must have CONSISTENCY in all programs – currently programs are fragmented between schools/groups
- STRONGER DISTRICT support for technology in schools – what good is technology if schools can’t afford it? ie. SMART boards
- We need to look at career & trade programs
- Improve connection with college for career readiness
- New CSS could address some of these
- Meet the needs of challenging/sheltered students
- Keep opportunities available that are relevant to the times
- Clientele is changing – more at risk & vulnerable – our neighbourhood school will need programs that meet those needs
- Technology needs to stay current
- Expand use of online learning into the neighbourhood school
- Build our partnership with outside agencies – Ann Davis, Community Services

- Provide an efficient process so we're not wasting \$ or time / resources or ridiculous things / unplanned things
- We need better communication – technology/software – how do we introduce new software into curriculum with some sort of consensus?
- Giving classroom teachers a clear understanding of assessment practices
- Creating a culture of “we will”
- Empowering EA's / increasing the # of them – must be equal partnership
- Innovative ways to increase collab. between all groups (teachers/EA's) to help individual students achieve success