

Chilliwack School District
BUDGET FORUM #4
April 23, 2009
SUMMARY OF TABLE DISCUSSION

1. **How will we know if our initiatives and efforts are having a positive impact on student achievement?**
2. **What additional comments to you have about these initiatives?**

HIGH SCHOOL COMPLETION

- increased number of graduates
- less dropouts/less troubled teens
- more communication/data used to create successful graduates
- identify from past failures where the system failed
- drop programs that don't work and are expensive
- we need more program accountability
- audit fixed programs

DIFFERENTIATED LEARNING

- students needs will be met (they won't be sent home because of a lack of EA)
- parent feedback is positive
- student feedback is positive by use of satisfaction surveys
- more parent feedback
- have a liaison person for parents to report to with concerns
- satisfaction surveys not done necessarily at the Ministry level but more on a district or individual grade
- more kids graduate
- we do not have EA listed on the list
- we need to have regular teachers listed as well
- more ACE-IT programs (hands-on) (small motors, esthetician)
- see more kids and staff happy and successful
- student transition would be seamless
- students leaving specialty programs (shelter, SPVD, APPLE) and how well they have adjusted (follow-up)
- concern the length of time it takes for testing students.

EARLY LEARNING

- grade 1 readiness (language & social)
- oral language left-behaviour
- improved results on early primary assessments (up to grade 3)
- increased levels of comfort and engagement in child's learning
- more sense of team
- full day K (Strathcona) - special needs students
- building capacity in K teachers for broader range of students

- connect to ECE (talking tables/mo)
- tracking attendance
- parent satisfaction surveys
- need more community connection with 4-7 age group for improved achievement
- fewer students falling through the cracks
- fewer I's & F's & C-'s on report cards

GRADE 4-7 ACHIEVEMENT

- Teachers using RAD to inform instruction – intervene for improved success
- more conversation between grade 6 and 7 teachers – over time
- must be frequent (not just in May)
- include teacher-librarians to increase connections for vulnerable students
- prepared student better for middle school
- middle school style of teacher (like no lates)

BUILDING CAPACITY OF STAFF & TECHNOLOGY

- issues of inequities between schools related to areas of interest of administration
- district view for all schools (raising awareness, leveling the playing field)
- seeing individuals proceeding with initiatives on their own
- knowing who's attending what
- ease of registration
- anecdotal evidence
- actual hard evidence of improvements in student achievement
- linkages between staff development and student achievement
- are people talking about their learning
- measure against the goals established by the technology review
- improvement in writing results (for example)
- on-line assessments for students at all schools
- have teachers report and reflect on how they are using technology to deliver curriculum
- communication – how many of our staff are on-line
- technology is present to enhance learning procedures
- people actually using it?
- infrastructure must be there

COMMUNITY PARTNERSHIPS & COMMUNICATION

- many partners have a reporting requirement that includes targets/standards/accountability – perhaps a synopsis of these reports would be useful
- partnerships are complex when dealing with individuals
- goals and strategies for a partnership need to be articulated
- individual student needs, including \$, needs to be shared by the whole community
- REAL program – 6/14 will graduate this year!
- more information is now available to more people

COMMENTS

I have concerns around the reduction of EAs for special needs students. I know this is a province wide dilemma but I think we are missing an opportunity to use volunteers to fill the need. Special needs students should not be utilizing so much teacher time that the non-special needs student's education suffers. Trained EAs would always be needed for the medically challenged special needs students but the special needs kids who merely require extra attention could be dealt with through the use of parent volunteers. If you don't ask you don't get.