

#	#	COMPLETION/TRANSITION STRATEGIES	SCORE
#	#	INCLUSION STRATEGIES	SCORE
#	#	LITERACY STRATEGIES	SCORE
1	2	Increasing student engagement – an engaged student is more likely to stay in school.	7.3
2	5	Getting early intervention services into the schools to help those kids that need it.	7.1
3	10	Increase parent involvement in their child's learning.	6.6
4	10	Provide consistent (region wide) preparation for transition from Middle School to High School eg Study skills, time management re: homework deadlines for work completion.	6.5
5	16	Ensure up-to-date information is available for parents and students – communication is key.	6.4
6	14	Additional support for teachers for literacy, early intervention and assessment.	6.4
7	7	Communicate with parents about programs available – give parents the information about what is out there so they know what is available to all students.	6.3
8	9	Make material that is being presented to kids visual, auditory, practical and relevant.	6.2
9	12	Develop critical thinking skills from an early age so students are able to problem solve and critically evaluate in all aspects of learning.	6.2
10	11	Focus on Middle School – engaging, prioritizing, keep parents engaged.	6.1
11	3	Teachers need to be well informed and educated to make inclusion work.	6.1
12	1	Ensure quality of teaching through effective hiring and assessment of teachers already in the system.	6.0
13	14	Support systems in place-counselling, communication, parental meetings.	6.0
14	15	Provide information, training and supports for teachers and Educational Assistants and help them outside of the classroom, and give specific resources for each grade and create measurable goals on the IEPT.	5.9
15	11	Acquire more qualified Educational Assistants and teachers.	5.9
16	5	Integrated team approach with all members of the learning team.	5.8
17	11	Engage and encourage inclusion in all areas and at all levels and encourage student involvement in the inclusive process.	5.8
18	9	Create community where kids transition to high school (improve the transitions).	5.7
19	9	Find more money for aides in classroom.	5.7
20	4	Teachers to encourage all types of material eg. Fiction-non-fiction – reading is reading.	5.7
21	7	Examine how we deal with the outside world with these children. External factors.	5.6

22	2	Support of families by increased communication with home and wrap around services by whole community.	5.6
23	10	More collaboration between schools on successful practices.	5.6
24	1	Implement a screening/testing program for students at risk, much earlier in school.	5.6
25	3	Utilize technology more effectively as a learning tool.	5.6
26	7	Implement a District wide literacy program where students are assessed, and then a systematic program put in place to improve literacy.	5.5
27	3	Opportunities for younger children to see options, take ownership, become motivated and inspired.	5.4
28	6	Teacher resources (Human Resources – Educational Assistant, parents, volunteers, other students, community associations)	5.4
29	8	Early communication with parents.	5.4
30	13	Develop District wide testing for all students and develop strategies for helping those below or above grade level.	5.4
31	5	Mentorship opportunities.	5.3
32	1	More Educational Assistants	5.3
33	13	More community, volunteers, parents, support in classrooms to aide in the education process.	5.3
34	8	Integrate technology with literacy.	5.3
35	12	Differentiated instruction with coaching and support.	5.1
36	6	Work together – student/teacher engagement (eg. Challenge Days)	5.0
37	15	School connectedness for both parents and students.	5.0
38	12	Outside incentives for completion of high school from government or employers.	4.9
39	4	Mentoring others based on strengths.	4.5
40	8	Increase funding.	4.4
41	2	Introduce a minimum set of standards for literacy based on measurable standards ie grammar etc.	4.4
42	6	Engaging parents before entering schools.	4.4
43	13	Students to teach teachers on how they learn/insights.	4.3
44	14	Educating and supporting all stakeholders.	3.9
45	4	Ensure only children who are in a position to graduate get to walk across the stage – keeping up with the kids to ensure they are aware of their status.	3.1