Chilliwack School District

Our conceptual framework is designed to communicate the big ideas that we believe about our school district in a visual, holistic fashion.
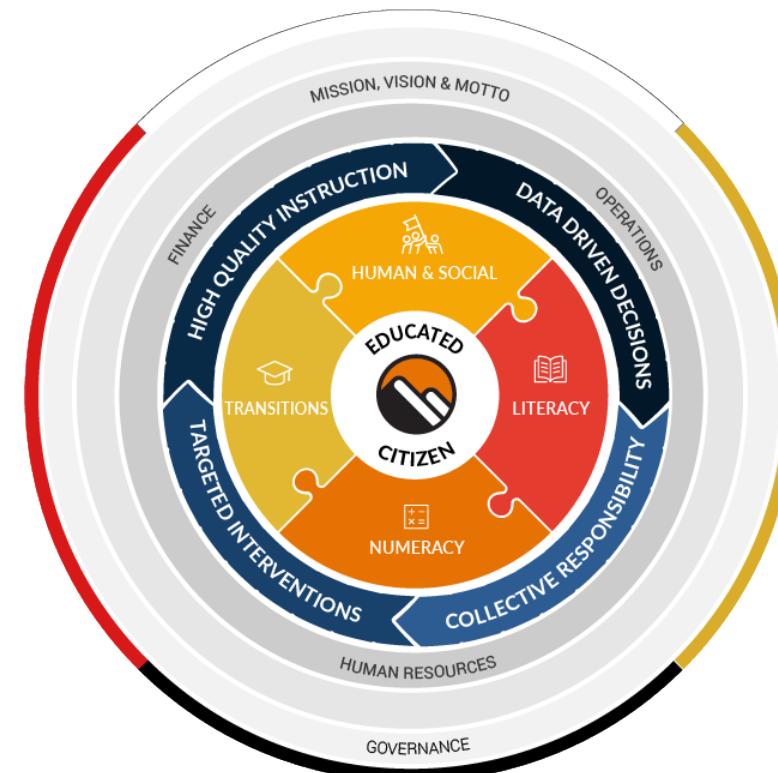
Features of the framework include:

The framework is wrapped in First Peoples Principles of Learning (FPPL), using the colours of the cardinal directions of the medicine wheel: White, Yellow, Red and Black. The layers of 'Mission, Vision and Motto' as well as Governance are positioned at the outer edges of the framework, representing the important role of keeping our organization moving in the same direction as outlined by our Vision:

~Syós:ys lets'e th'ále, lets'emó:t~
(See EYE yees, LETS – a - thala, LETS – a - mot)
~One heart, one mind, working together for a common purpose.~

A Statement About Learning

Learning must be engaging, relevant and meaningful, grounded in inclusive practices and First Peoples Principles of Learning, and committed to the growth of future-oriented citizens.

Insert School Name Here

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HIGH QUALITY INSTRUCTION

Innovative, inclusive and research based instruction and assessment practices support the well-being of all learners and their readiness to be inspired and engaged in life-long learning.

TARGETED INTERVENTIONS

Timely and targeted supports are the cornerstone in creating a culture of equity and belonging where all learners thrive and reach their potential.

DATA DRIVEN DECISIONS

The intentional collection and analysis of meaningful evidence ensures that actions and decisions directly support the success of all learners.

COLLECTIVE RESPONSIBILITY

Common core values and shared responsibility for student success promotes deep collaboration and commitment to growth as educated citizens.

Goal

We are dedicated to ensuring that students are proficient in foundational literacy skills and increase their abilities, confidence and willingness to engage with language to acquire, construct and communicate in meaningful ways from Early Learning Years (pre-K) through to Grade 12.

Strategy

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).

2. We utilize competency-based assessments to assess student progress pre-K to grade 12.

3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

- FSA 4 (Reading / Writing)
- FSA 7 (Reading / Writing)
- Literacy 10 and 12
- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)

School Actions

1. **Continuous and supported staff development regarding intentional design for universal access** will lead to an increase in student willingness to engage in meaningful communication using written and verbal language.
   - ➢ Year Plans
   - ➢ Unit Design Planning
   - ➢ Unit Plans
   - ➢ Class Profiles
   - ➢ Intentional Planning and Support for SEL development
     - ❖ Respecting Diversity Program
     - ❖ Democratic Classrooms
     - ❖ Mental Health Literacy

2. **Cross curricular integration provides real world application to learning which will** in turn increase student interest and engagement in acquiring and practicing meaningful written and verbal communication skills.
   - ➢ Project Based Learning
   - ➢ Inquiry Based Learning

School Measures

1. School Wide Write
2. ACT
3. PMB
4. FSA
5. Student Conferencing?

Chilliwack School District

Goal

We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations from Early Learning Years (pre-K) through to Grade 12.

Strategy

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).

2. We utilize competency-based assessments to assess student progress pre-K to grade 12.

3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

- FSA 4
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)

School Actions

1. **Continuous and supported staff development regarding intentional design for universal access** will lead to an increase in student willingness to engage in numeracy skill development.
   - Year Plans
   - Unit Design Planning
   - Unit Plans
   - Class Profiles
   - Intentional Planning and Support for SEL development
     - Respecting Diversity Program
     - Democratic Classrooms
     - Mental Health Literacy

2. **Cross curricular integration provides real world application to learning which will** in turn increase student understanding of the value and usefulness of numeracy skills and mathematical thinking in their daily lives.
   - Project Based Learning
   - Inquiry Based Learning

School Measures

1. SNAP
2. FSA
3. Student conferencing?

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Goal

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing and fulfillment.

Strategy

1. We understand, plan and deliver competency-based curriculum (curricular competencies and content) related to Social Emotional Learning and Mental Health Literacy.

2. We commit to truth, reconciliation and healing to address the inequity of outcomes for Indigenous learners. We address unconscious bias, systemic discrimination and marginalization to transform district culture.

3. We provide supports for the well-being of all learners.

District Measures

- Student Learning Survey grade 4, 7, 10 and 12
- EDI (Early Years)
- CHEQ (Kindergarten)
- MDI (Middle Years)
- BCAHS (BC Adolescent Health Survey)
- YDI (Secondary Years)

School Actions

1. **Continuous and supported staff development regarding intentional design for universal access** will lead to an increase in student willingness to trust their classroom and school community, feel safe, and take risks that will lead to learning opportunities and success.
   - Year Plans
   - Unit Design Planning
   - Unit Plans
   - Class Profiles
   - Intentional Planning and Support for SEL development
     - Respecting Diversity Program
     - Democratic Classrooms
     - Mental Health Literacy and the Brain
     - Class Meeting/Circle
     - Class Buddies

2. **Cross curricular integration provides real world application to learning which will** in turn increase student engagement in their own learning as they see the application of knowledge and skills in a rea-world context.
   - Project Based Learning
   - Inquiry Based Learning

School Measures

1. Satisfaction Survey
2. MDI
3. Student Curricular Competencies Self-Assessment

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Goal

Students experience pivotal transition points throughout their education, from pre-K to Kindergarten, from grade to grade, school to school, and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners, so they successfully complete their education (pre-K through to Grade 12) with a sense of dignity and purpose, and opportunities to meet their goals.

Strategy

1. We target early years learning to ensure students are well supported during their transition to Kindergarten, throughout their elementary years and to middle school.

2. We utilize developmentally appropriate practices through the Middle Years Pillars (Advisory, Teaming, Collaboration, Exploratory) to foster growth through the adolescent years.

3. We ensure students find meaningful pathways, throughout secondary school and beyond graduation, including post-secondary, apprenticeship, college and workplace.

District Measures

- Grade to Grade Transition Data
- 5 and 6 Year Completion Rates (Graduation)
- Post-Secondary Transition Rates
- Attendance Rates

School Actions

1. **Continuous and supported staff development regarding intentional design for universal access will** allow teachers to plan lessons that provide equal opportunity for all students to feel supported, safe, and comfortable in their classes, so the transition is smooth and positive between grades, buildings, and situations.
   - ➤ Year Plans
   - ➤ Unit Design Planning
   - ➤ Unit Plans
   - ➤ Class Profiles
   - ➤ Well-communicated articulation process and details from elementary to middle, from middle to secondary, and from grade to grade within the school
   - ➤ Additional meetings between receiving classroom teachers and sending classroom teachers in early fall

2. **Cross curricular integration provides real world application to learning which will** encourage engagement and create positive learning experiences which will help students to be more confident and willing to take risks when encountering new educational contexts.
   - ➤ Project Based Learning
   - ➤ Inquiry Based Learning

School Measures

1. ADR graduation rates (from secondary school)
2. The number of ADR students who transition from mainstream to alternate settings once reaching secondary school
3. MDI
4. Satisfaction Survey

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