



**Chilliwack  
School District**

## 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.*



## Strategic Plan Conceptual Framework

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:

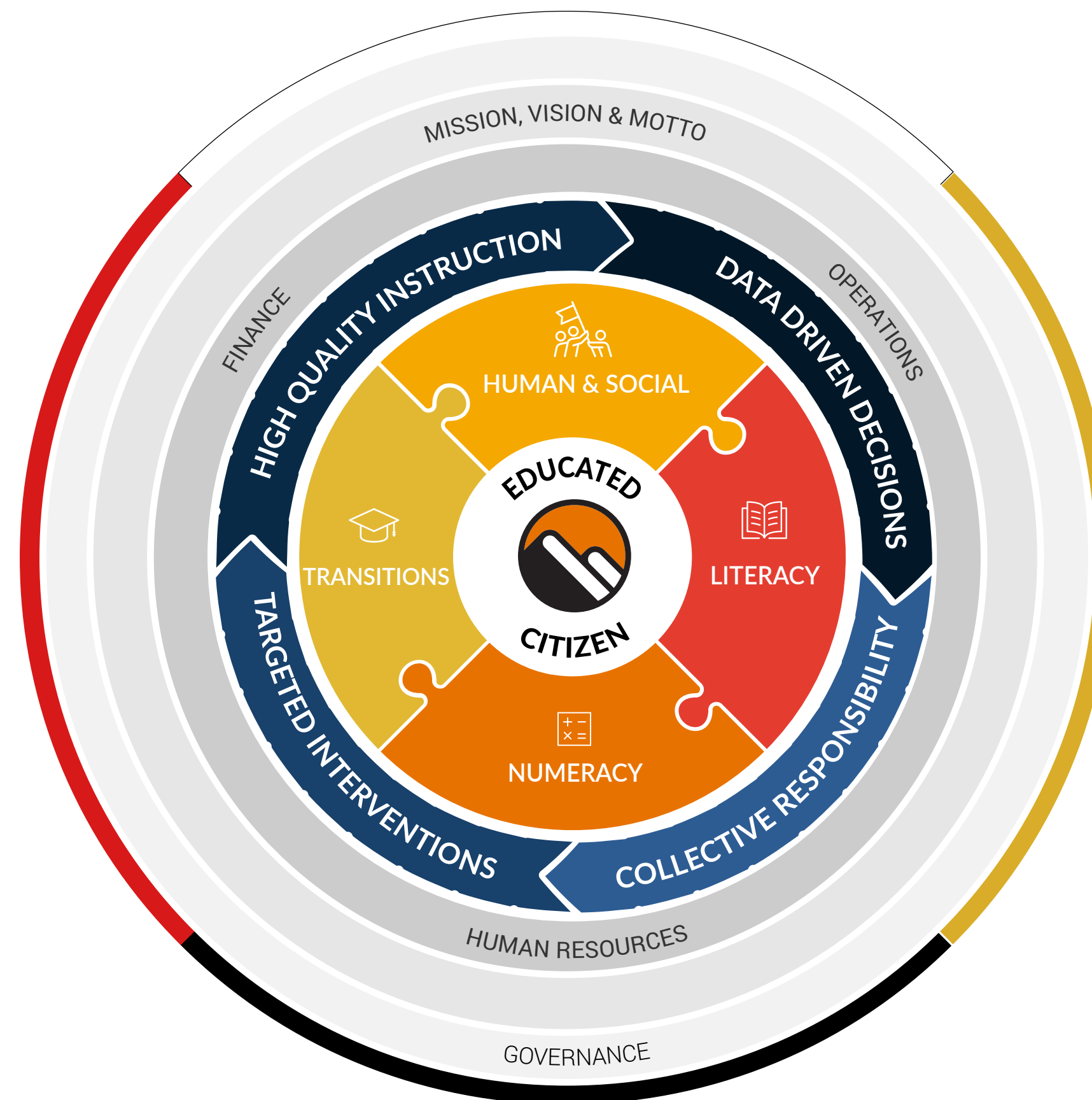
*~Syós:ys lets'e th'ále, lets'emó:t~ One heart, one mind, working together for a common purpose.~*

### 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.





 Literacy	 Numeracy	 Human and Social Development	 Transitions
We are dedicated to ensuring student 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 grade 12.	We are dedicated to ensuring 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.	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 and wellbeing and fulfillment.	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 with a sense of dignity and purpose, and opportunities to meet their goals.

Co-Teaching, small group instruction, and common language for inclusive support for all learners utilizing the RTI Framework

Strategy  
1.  
2.  
3.

Small group literacy instruction completed by classroom teacher for all grade k-5 students * Plan and deliver, based on assessments, reading, writing, and oral language skills utilizing the Core Competencies * Deliver instruction for the inclusion of all learners * Provide cross curricular learning opportunities * Utilize common language as a school	Small group numeracy instruction completed by classroom teacher for all grade K-5 students * Plan and deliver, based on assessments, numeracy skills aligned with SNAP and Core Competencies * Deliver instruction for the inclusion of all learners * Provide cross curricular learning opportunities * Utilize common language as a school	<b>SEL &amp; Mental Health Literacy</b> * Utilize common language as a school - Zones of Regulation & PBS * Teach and provide strategies with Trauma informed practices	Target Early Years Learning * Create connections with Families to welcome and build sense of belonging to Central (PALs) * Intentional instruction: Oral Language and Literacy * Work with early years hub consists of StrongStart, Pre-school, Seamless Day, Family Navigator and Family Place
Co-teaching opportunities * Taking place for Tier 1 classroom instruction * Adults model Core Competencies * Consistency between intervention supports and classroom instruction (ex. Resiliency and classroom have common language, routines, and structures)	Co-teaching opportunities * Taking place for Tier 1 classroom instruction * Adults model Core Competencies * Consistency between intervention supports and classroom instruction (ex. Resiliency and classroom have common language, routines, and structures)	<b>Truth &amp; Reconciliation</b> * Continue to teach from First Peoples Principles of Learning in all areas of the school experience * Share, learn, and experience Indigenous knowledge, culture, and governance	Transitions throughout Elementary * Support students to be successful with change with intentional instruction of SEL and resiliency * Ensure every child has a meaningful connection to an adult in our building * Create opportunities to practice problem solving and critical thinking (Core Competencies)
Develop common language for reading comprehension and writing strategies * Plan and develop reading comprehension strategies aligned with the ACT * Plan and develop a writing skills continuum	Increase open ended learning opportunities to allow access for all learners * high yield math routines * increase outdoor learning * bring in experts	<b>Support for all</b> * Instruction for inclusion of all learners * All learners and staff have access to supports	Transition to Middle School * Commit to a collective responsibility of learners * Build connections with Family of Schools * Continue with multiple CMS connections * Share information of student needs - follow up by FOS Counsellor

Measures

- |  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"><li>• Team Time provided to plan, develop and deliver on these actions</li><li>• PM Benchmarks (running records)</li><li>• ACT (Assessment of Comprehension and Thinking)</li><li>• Writing Sample</li><li>• FSA 4 (Reading / Writing)</li></ul> | <ul style="list-style-type: none"><li>• Team Time provided to plan, develop and deliver on these actions</li><li>• Staff to receive training and support with small group numeracy instruction and utilizing resources</li><li>• SNAP (Student Numeracy Assessment and Practice)</li><li>• FSA 4</li></ul> | <ul style="list-style-type: none"><li>• Team Time provided to plan, develop and deliver on these actions</li><li>• Student Learning Survey grade 4, 7, 10 and 12 EDI (Early Years)</li><li>• CHEQ (Kindergarten)</li></ul> | <ul style="list-style-type: none"><li>• Team time provided to plan, develop and deliver on these actions</li><li>• Grade to Grade Transition Data</li><li>• Attendance Rates</li><li>•</li></ul> |
|--|--|--|--|