



**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.




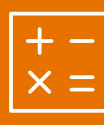


DATA DRIVEN DECISIONS

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
<p>We are dedicated to ensuring 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 grade 12.</p>	<p>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.</p>	<p>We celebrate diversity, embrace inclusion and foster a sense</p>	<p>S Type Here</p>

Strategy

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<p>Small group literacy instruction completed by classroom teacher for all grade k-5 students</p>	<p>Small group numeracy instruction completed by classroom teacher for all grade K-5 students</p>	<p>SEL & Mental Health Literacy * Trauma informed practices</p>	<p>Early year</p>
<p>Co-teaching opportunities with literacy lead, librarian, ELL teacher, k/1 Intervention</p>	<p>Co-teaching opportunities</p>	<p>Truth & Reconciliation</p>	<p>Transition throughout Elementary Support student to be successful with change</p>
<p>Develop common language for comprehension reading and writing strategies</p>	<p>Increase open ended learning opportunities (high yield math routines) to allow access for all learners</p>	<p>Support for all - instruction for inclusion of all learners</p>	<p>Transition to Middle School</p>

<h2>Measures</h2>	Literacy	Numeracy	Human and Social Development	Transitions
	<ul style="list-style-type: none"> • Team Time provided to plan, develop and deliver on these actions • FSA 4 (Reading / Writing) • PM Benchmarks (running records) • ACT (Assessment of Comprehension and Thinking) 	<ul style="list-style-type: none"> • Team Time provided to plan, develop and deliver on these actions • FSA 4 • Numeracy 10 • SNAP (Student Numeracy Assessment and Practice) 	<ul style="list-style-type: none"> • Team Time provided to plan, develop and deliver on these actions • Student Learning Survey grade 4, 7, 10 and 12 • EDI (Early Years) • CHEQ (Kindergarten) • 	<ul style="list-style-type: none"> • Grade to Grade Transition Data • Attendance Rates • •