



Chilliwack
School District

FESL REPORT

Framework For Enhancing Student Learning

SEPTEMBER 2023

AT IT'S SEPTEMBER 12, 2023 REGULAR MEETING, THE CHILLIWACK BOARD OF EDUCATION APPROVED MOTION 159.23 AS FOLLOWS:

THAT the Board of Education approve the Framework for Enhancing Student Learning Report to be submitted to the Ministry by September 30, 2023.

A handwritten signature in black ink, reading "W Reichelt". The signature is fluid and cursive, with the first name "Willow" being more prominent than the last name "Reichelt".

Willow Reichelt
Board Chair

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Part One: District Context

This document will discuss and analyze the educational performance of the Chilliwack School District (“the District”) for the academic year ending June 30, 2023.

About Us

Chilliwack School District No.33 is in the heart of the Stó:lo territory. Surrounded by the Ts’elxwéyeqw, Sema:th and Pilalt communities, the Stó:lo refer to this as S’ólh Téméxw (our world). Our district serves [10 First Nation communities](#), each with a Learning Enhancement Agreement in place. We honour and acknowledge our history, live in the present, and look to the future to guide all teaching and learning.

One of the fastest-growing school districts in the province, the Chilliwack School District covers approximately 1,825 square kilometers, including Chilliwack, Sardis, Vedder, and the surrounding areas of Yarrow, Cultus Lake, Rosedale, and Greendale.

The district has nineteen elementary schools (kindergarten to grade 5), four middle schools (grades 6 to 8), two elementary/middle schools (grades k – 8), and five secondary schools (grades 9-12). We offer multiple programs, including Alternate Education, Trades and Careers, Sports Academies, Summer Learning, Distributed Learning, French Immersion, and Continuing Education. Additionally, we support almost 1100 pre-k students with early learning programs created to help students successfully transition into kindergarten.

Our facilities are attended by more than 14,500 full and part-time students and are served by approximately 2,100 active staff members.



Syós:ys lets'e th'ále, lets'emót

(See EYE yees LETS - a - thala LETS - a - mot)

- one heart, one mind, working together for a common purpose.

Part Two: Current Strategic Plan Priorities

The Chilliwack School District's Strategic Plan (2021 – 2025) was refreshed in the spring of 2021 with a renewed focus on equity and ensuring student engagement via world-class educational experiences. With specific goals connected to literacy, numeracy, successful transitions, and human & social development, we are confident that our students will achieve high levels of success over the term of this plan as measured by provincial and district measures and by community confidence as well.

Our Strategic Plan is displayed on our district website and can be found here: <https://stratplan.sd33.bc.ca>.

Part Three: District Successes

The successful implementation and adaptation of a plan are crucial for its effectiveness. To achieve system-wide improvement, it is vital for all stakeholders to fully embrace the strategies and methods outlined in the strategic plan. Effective leadership strikes a balance between rigidity and flexibility. Adherence to the plan is necessary to measure its success and develop new strategies for the future. As we enter the third year of our Strategic Plan implementation, we are pleased to report that many initiatives have been successful and are now deeply ingrained in our school culture.

The following are strategies that are now embedded in what we do.

- Producing a public-facing report called "Strategic Plan School Stories," highlighting initiatives from around the district that directly supported the four goal areas of the SD33 Strategic Plan.
- Ensuring all schools and departments create strategic plans that align with the district plan. See Appendix A for example templates for school sites.
- Utilizing the 'Continuous School Improvement Alignment Assessment' connected to the District's Strategic Plan. See Appendix B for a copy of the assessment tool.
- Engaging in regular public reporting on Strategic Plan progress at Board of Education meetings.
- Supervising 90-day assessment cycles with schools and district departments to formally assess the Strategic Plan's progress.
- Supporting a social media campaign highlighting examples of Strategic Plan actions that take place in our schools. Hashtags #LiteracySD33, #NumeracySD33, #TransitionsSD33, and #HumanSocialSD33 identify these tweets as authentic applications of our plan in schools.



Our District has implemented 'business plan' cases for all new initiatives so that we connect our budgets directly to strategic plan deliverables (see Appendix C for an example). Before moving forward with a new strategy, a work plan is presented to the District Executive Team for approval. These plans outline the rationale, connections to the strategic plan, deliverables/measurables, and connected costs. Each plan has published formal review dates, ensuring that the Executive Team is aware that each plan has the desired outcomes. This process allows our District to adapt strategies and re-align resources as necessary. Similarly, all our renewed Strategic Plan initiatives have done or will go through an equally rigorous process to ensure alignment and accountability before implementation.



Part Four: Strategic Engagement

Our district embarked on an extensive consultation process in the spring of 2021 with staff, students, parents, and our Indigenous Education Advisory Committee to help shape our renewed Strategic Plan. Now that we have implemented the plan, we continue to involve schools and the local community in the feedback cycle through public reports to the Board of Education and formal reports – such as this one. Informal lines of communication continue to supplement and inform the work of the District as we have numerous formal communication avenues. These include our Local Education Agreements with First Nations, School PACs, DPAC, Committee Meetings, Labour Relations, Community Tables, our Student Engagement Initiative (where we met regularly with middle/secondary students), and the use of "Let's Talk" as an online feedback/collaboration tool. Our Board has met individually with several partner groups (CTA, CUPE, CPVPA, & DPAC) in the past year to receive timely and targeted feedback. Additionally, for 2022/23, we published "[Strategic Plan Stories](#)" to further engage our community in the District's ongoing work.

Part Five: Student Performance Data Analysis & Interpretation

This section highlights the key achievement measures for our priority areas. These measures are a mix of provincial and local assessments. We will clearly define each measure below. Appendix D provides full documentation on all provincial measures.

Literacy

Our district looks at various formal data sources for literacy achievement indicators. Tables 1 – 3 highlight local district assessments, and Tables 4 and 5 present provincial assessment results.

The PM Benchmark Reading Assessment (Table 1) is used extensively by classroom teachers in the primary and middle years (k-8). Essentially a running record, this assessment is used by teachers to assess student fluency and word attack skills by listening (one on one) with a student while they read levelled passages of text. Students are also questioned on comprehension of details from the text to check for understanding.

PM Benchmarks are carried out in November, March and June of each year for students in grades 1 - 5. The expectations of the assessment are fluid. What this means is that a student who is Emerging, Developing, Proficient or Extending in November, must show a higher score in March and again in June, to maintain that level of assessment.

Our data from 2022/23 supports the notion that grade 1 students require targeted instruction in developing word attack skills and comprehension. Note that the achievement gap improves significantly by the end of grade 2. Most of our middle school students are decoding text and reading beyond level 30.



Table 1 - PM Benchmark Reading Assessment (Applying & Extending Percentage)

2022/2023	Fall %	Spring %	n(Spring)
Grade 1	54	54	1102
Grade 2	57	70	1041
Grade 3	73	79	1009
Grade 4	70	73	1048
Grade 5	80	78	1033
Grade 6	76	83	978
Grade 7	86	90	873
Grade 8	89	95	1061

The ACT (Assessment of Comprehension & Thinking) is our locally developed reading assessment focusing on comprehension and thinking strategies. District results from our third year of implementation are shown in Table 2. Curricular competencies from the Language Arts Curriculum are highlighted in this assessment and support classroom teachers in an assessment that is for, of, and as learning. ACT 2022-2023 data is congruent with previous years' ACT data. We had improvement in grades 6-8, with specific improvement in grade 8, where students showed improvement in Summarizing and Inferring Big Ideas (author's message) over the past two years. There is a discrepancy in achievement where students performed better on PM Benchmarks than on ACT.



Table 2 - ACT Reading Assessment (Applying & Extending Percentage)

2022/2023	Spring %	n(Spring)
Grade 3	54	992
Grade 4	53	1026
Grade 5	58	1020
Grade 6	52	1015
Grade 7	49	985
Grade 8	58	1080

The School Wide Write (Table 3) is a writing sample assessment that each school completes at least once a year. Student achievement is at the 58% proficiency mark as an average score across the grades. Results are slightly up (from 57%) but similar to 2022/23.

Table 3 - School Wide Write (Applying & Extending Percentage)

2022/2023	Spring %	n(Spring)
Grade 1	53	1120
Grade 2	51	1076
Grade 3	51	1019
Grade 4	54	1055
Grade 5	63	1040
Grade 6	58	1026
Grade 7	57	1019
Grade 8	63	1100

The literacy results in our district (as shown in Table 4) are lower than the provincial achievement comparables. Our achievement is trending downward at all grade levels over the past two years. Our Indigenous student data and Children in Care data are above the provincial average for FSA 4. Yet, there is an inequity in the district between all students and these student subgroups.

Table 4a - Provincial Literacy Assessments (Percentage On-Track/Extending) SD33/Province				
2021/2022	All	Indigenous	Diverse Ability	Children in Care
Grade 4 Literacy	72/75	66/60	52/52	63/50
Grade 7 Literacy	69/73	53/54	39/54	46/38
Grade 10 Literacy	69/72	60/55	45/53	56/39
Grade 12 Literacy	71/77	54/na	48/na	TBD/TBD

Table 4b - Provincial Literacy Assessments (Percentage On-Track/Extending) SD33/Province				
2022/2023	All	Indigenous	Diverse Ability	Children in Care
Grade 4 Literacy	68/73	58/59	51/62	55/47
Grade 7 Literacy	59/69	44/50	30/49	50/29
Grade 10 Literacy	TBD/TBD	TBD/TBD	TBD/TBD	TBD/TBD

**Note – TBD (to be determined). These data sets have not been released by the Ministry and will not be available until next year.*

Table 4c - Provincial Literacy Assessments % On-Track/Extending ALL STUDENTS			
Grade	June 2021	June 2022	June 2023
Grade 4 Literacy	80	72	68
Grade 7 Literacy	73	69	59
Grade 10 Literacy	59	67	TBD

**The grade 10 literacy assessment has been in place since June 2019..*



Numeracy

Similar to our approach to literacy, we have a locally developed numeracy assessment that we use district-wide and provincial measures.

Table 5 highlights our district achievement based on our locally developed Student Numeracy Assessment & Practice (SNAP). Completing this assessment is required for all grades 2-7 students and focuses on assessing curricular competencies in two foundational content areas (Number Sense and Operations). Teachers and students are encouraged to use SNAP throughout the year in a spiraled approach. However, formal reporting is required twice a year – once in the fall and again in the spring. The results in Table 5 show student achievement from spring 2023. We observe an achievement dip when students transition from elementary school to middle school. This dip has happened two years in a row.

Additionally, for the second year in a row, Grades 4 & 7 students scored slightly higher on FSA than they did on SNAP.

Table 5 - SNAP Numeracy Assessment (Proficiency Percentage)			
2022/2023	Number Sense %	Operations %	n writers NS/Op
Grade 2	63	71	1042/953
Grade 3	65	62	1009/999
Grade 4	59	56	1034/1008
Grade 5	61	63	1028/1012
Grade 6	49	56	999/946
Grade 7	50	53	958/828



Table 6b highlights student achievement from the 2022/23 school year and compares data to provincial averages. Of note is that the numeracy results in FSA 7 dipped significantly this year. Also, our grade 4 achievement is on par with the province. Additionally, there does exist a significant gap in achievement between Indigenous and All Students (13% for grade 4; 15% for grade 7). We have questions about our Children in Care achievement and the cohort size. The cohort size was masked for us (due to low numbers) in the data sets, and the achievement remarkably differs from year to year.

Table 6a - Provincial Numeracy Assessments (Percentage On-Track/Extending SD33/Province)				
2021/2022	All	Indigenous	Diverse Ability	Children in Care
Grade 4 Numeracy	60/66	45/45	40/52	63/30
Grade 7 Numeracy	56/62	39/40	26/42	8/21
Grade 10 Numeracy	40/46	29/24	28/30	MSK/17

Table 6b - Provincial Numeracy Assessments (Percentage On-Track/Extending SD33/Province)				
2022/2023	All	Indigenous	Diverse Ability	Children in Care
Grade 4 Numeracy	61/63	48/44	40/51	55/33
Grade 7 Numeracy	43/57	28/36	23/40	25/19
Grade 10 Numeracy*	TBD/TBD	TBD/TBD	TBD/TBD	TBD/TBD

**Note – TBD (to be determined). These data sets have not been released by the Ministry and will not be available until next year.*

Table 6c - Provincial Numeracy Assessments % On-Track/Extending ALL STUDENTS			
Grade	June 2021	June 2022	June 2023
Grade 4 Numeracy	72	60	61
Grade 7 Numeracy	57	56	43
Grade 10 Numeracy	32	40	TBD

FESL Year to Year Data - Cohort Data

In this year's FESL Report, we have included cohort data tables. These tables highlight student achievement over time. For instance, in Table 7, we have represented the grade one group of students from 2021 in a blue box at 54%. We can follow that same group of students in grade two to June 2022 (again blue) at 72%, and finally, in June 2023, they are at 79%.

Table 7 - PM Benchmarks % Meeting/Exceeding			
Grade	June 2021	June 2022	June 2023
Grade 1	54	55	54
Grade 2	71	72	70
Grade 3	82	75	79
Grade 4	79	81	73
Grade 5	76	78	78
Grade 6	77	87	83
Grade 7	89	86	90
Grade 8	90	94	95

Table 8 - ACT % Meeting/Exceeding			
Grade	June 2021	June 2022	June 2023
Grade 3	46	53	54
Grade 4	43	50	53
Grade 5	53	61	58
Grade 6	50	61	52
Grade 7	47	47	49
Grade 8	53	50	58

Table 9 - Writing Sample % Meeting/Exceeding

Grade	June 2021	June 2022	June 2023
Grade 3	56	53	51
Grade 4	56	54	54
Grade 5	62	61	63
Grade 6	58	55	58
Grade 7	56	60	57
Grade 8	62	60	63

Table 10 - SNAP NUMBER SENSE % Meeting/Exceeding

Grade	June 2021	June 2022	June 2023
Grade 2	65	68	63
Grade 3	62	64	65
Grade 4	59	63	59
Grade 5	62	60	61
Grade 6	52	49	49
Grade 7	49	55	45

Table 11 - SNAP OPERATIONS % Meeting/Exceeding

Grade	June 2021	June 2022	June 2023
Grade 2	64	71	71
Grade 3	62	64	62
Grade 4	60	57	56
Grade 5	59	61	63
Grade 6	57	56	56
Grade 7	57	60	50

Social & Human Development

Our district social and human development measures combine Student Learning Survey information and EDI, MDI, and YDI (Early, Middle, and Youth Development Index) measures.

Traditionally, our district has only moderately participated in the Student Learning Survey, as shown in Table 12. We anticipated (and realized) a much better participation in the survey starting in the 2020/21 school year, as our district highlighted the importance of completing this assessment with improved fidelity to align with our Strategic Plan.

Table 12 - Student Learning Survey Participation				
Year	Grade 3/4	Grade 7	Grade 10	Grade 12
2017/2018	660	788	279	311
2018/2019	948	876	571	417
2019/2020	491	737	465	363
2020/2021	838	824	613	486
2021/2022	829	929	737	413

Table 13 highlights examples of student responses from the Student Learning Survey. As you will see from the data below, percentages continued to increase again this year except for "Having a Caring Adult", which dropped by 1% for All Students and 3% for Indigenous Students.

Table 13 - Student Learning Survey (all grades) percentage who...						
Student Response	All 2021	All 2022	Indigenous 2021	Indigenous 2022	Children in Care 2022	Diverse Ability 2022
Feel Welcome	66	70	62	68	60	61
Feel Safe	71	77	NA*	NA*	NA*	NA*
Feel Belonging	48	54	45	51	47	40
Have caring adult	61	60	61	58	73	67

*NA - data was not available at time of publishing.

Our district continues to use the Developmental Indexes created by the Human Early Learning Partnership (HELP) to assess how our students are doing in Kindergarten, Grades 5 & 7, and Grade 11. Table 14 provides an overview of these three assessments. Whereas the EDI is completed by the students' Kindergarten teachers, the MDI and YDI are completed by the students themselves.

Table 14 - Early, Middle and Youth Development Index (EDI, MDI, YDI)				
Assessment	Grade	Cohort Size	Participation %	Completed By
EDI (2022/2023)	K	950	93.9	Teacher
MDI (2022/2023)	5	858	81	Student
MDI (2022/2023)	8	883	83	Student
YDI (2022/2023)	11	619	n/a	Student

Detailed reports on each of these measures are included in Appendix E, but the general theme from the developmental index is that the Chilliwack community is slightly more at risk than the provincial average. Chilliwack children generally have a higher percentage of students who are not 'thriving' – partly due to lower measures of sleep, nutrition, and extra-curricular opportunities. This theme is consistent throughout the grades five and eight MDI measures.

Transitions

Our district utilizes multiple measures to inform student success in transitions. We use graduation data (as shown in Table 15a & 15b) and break down the information into different sub-groups to provide more clarity. Our Chilliwack students performed below the province based on graduation percentage, and our Indigenous students performed better than the provincial average. Over the last 12 years, as shown in the graphs below, the 6-year completion rates for all students have improved and are approaching parity with the provincial completion rate. In addition, our Indigenous student achievement has improved and continues to be above the provincial average. Our district makes good use of the sixth year to support Indigenous students, students with diverse abilities, and children in care as they move to graduation.

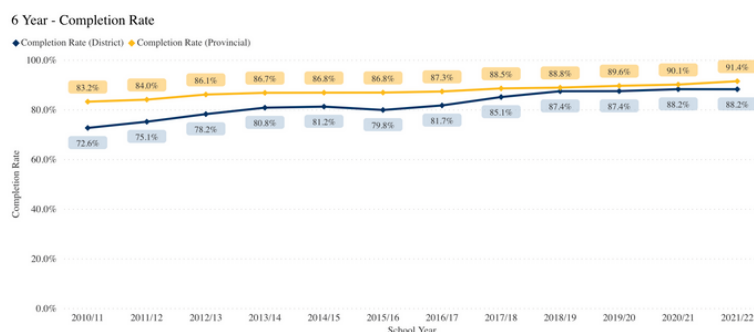
Table 15a - Graduation Data - 5 year Completion Rates

2021/2022	Province %	SD 33 %	n (cohort)
All Students	87	83	1058
Indigenous Students	64	64	187
Disabilities and Diverse Abilities	68	61	245
Children in Care	31	45	26

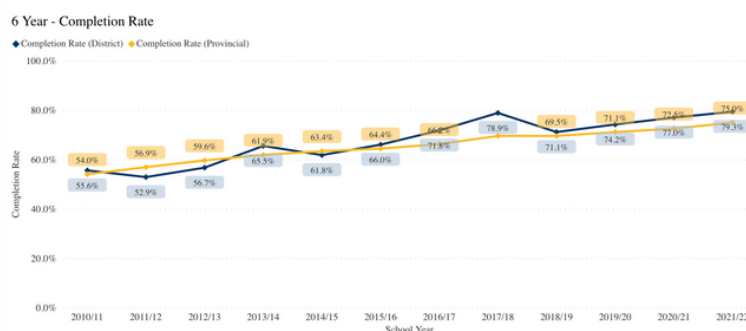
Table 15b - Graduation Data - 6 year Completion Rates

2021/2022	Province %	SD 33 %	n (cohort)
All Students	91	88	1058
Indigenous Students	75	79	187
Disabilities and Diverse Abilities	77	70	245
Children in Care	46	68	25

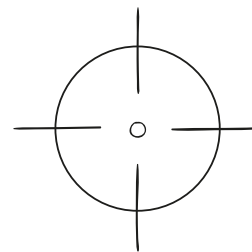
6 year completion rates: All Students



6 year completion rates: Indigenous Students



Part Six: Areas of Need



Literacy

Based on our results (local and provincial measures), we are seeing good grade-to-grade achievement across our system in reading. However, our overall achievement as compared to provincial comparison has dropped. This is an area of concern and need. Traditionally, our blind spot has been reading proficiency in the upper intermediate and middle school grades (5-8). Due to improved assessment use, we know that at least 10% (based on PM, ACT, & Provincial Assessments) of our students transitioning to secondary school struggle to read fluently.

Additionally, the various assessments we use – PM Benchmarks, FSA 4/7, ACT, and the Provincial Literacy Grade 10 Assessment, all provide similar, overlapping evidence that we have work to do in thinking skills related to reading (curricular competencies). This gap in comprehension is noticeable when the assessments move from requiring students only to decode text to interact with the text in more complex ways.

Our sub-groups of Indigenous Students, Children in Care, and Students with Diverse Needs and Abilities all perform lower than our district average in reading. This achievement gap is a concern and is an area where we need to focus our research and resources.



Numeracy

Our numeracy results for 2022/23 are relatively strong based on provincially comparable grade 4 results on FSA, however our results fall off as students transition through the system with drops on grade 7 FSA and again on the Provincial Grade 10 Numeracy Assessment. This achievement is similar to last year's performance. Our local assessment SNAP, supports these results as only about 60% of our students are proficient in foundational understanding and application of number sense and operations. We are concerned that our students' performance worsens as they progress through our system and we need to focus on foundational skills in math as well as higher order thinking skills (curricular competencies).

Our sub-groups of Indigenous Students, Children in Care, and Students with Diverse Needs and Abilities all perform lower than our district average in numeracy. This achievement gap is a concern, and similar to literacy, an area where we need to focus our research and resources.



Human and Social Development

Our Strategic Plan has identified the Student Learning Survey as an area of focus and considering our participation rates have remained the same as last year (67%), it will continue to be so moving forward.

Table 12 highlights student responses from the Student Learning Survey. As shown in the table, this year's data reflects an increase in 3 of the four criteria measured across all populations (up from 66, 71, and 48%, respectively).

We continue to utilize the results of the EDI, MDI, and YDI to identify how and where our students are most at risk and allocate resources accordingly. We have developed strong community partnerships to ensure we work together to support our most vulnerable students and their families.

Data collected this year from the Youth Development Index (YDI) continues to offer insight into the health and well-being of our Grade 11 students. As shown in Table 14, we had 619 students participate in the survey. In the areas that reflect those identified in the Student Learning Survey (Table 13), Chilliwack Grade 11 students' responses demonstrated the following: 69% of students indicated that they felt a high level of safety at school (up from 63% last year), 37% felt a high sense of belonging (up from 28%), and 34% felt that there was a high level of adult support within their schools (down 5% from last year). When reporting on bullying (cyber, physical, social, and verbal), percentages were consistent with last year's, ranging from 61% to 88% of students reporting "not at all this school year".

Of significance, this year's YDI results showed an improvement in our Grade 11 student's concerns with Depression (down from 45% last year to 37% this year) and Generalized Anxiety (down from 45% last year to 40% this year). Although these scores are still worrisome, it is reassuring to note that the strategies we have in place, the District's Tier 1 Compassionate Classrooms Strategy (part of the Ministry's MHIS Strategy), our Tier 2 & Tier 3 supports through the Mental Health and Behaviour Team as well as the implementation of inclusion teachers at the middle and secondary schools, are trending us in the right direction.

The most recent MDI data supports the information identified in the Student Learning Survey (Table 13). Chilliwack Grade 5 students' responses demonstrated the following: 60% felt a high sense of belonging, and 71% felt that there was a high level of adult support within their schools. When reporting on bullying (cyber, physical, social, and verbal), percentages were consistent with last year's, ranging from 48% to 80% of students reporting "not at all this school year."

On the other hand, of our Grade 7 students, only 32% felt a high sense of belonging, and only 53% felt that there was a high level of adult support within their schools, both of which are slightly lower than the Student Learning Survey and below the provincial average. When reporting on bullying (cyber, physical, social, and verbal), percentages were consistent with last year's, ranging from 42% to 80% of students reporting "not at all this school year."

Early Learning

The EDI (Early Development Index) is an assessment carried out by Kindergarten teachers. For the 2022/23 school year, initial findings demonstrate that our vulnerability on one or more scales has increased from 33% to 38%. Central decreased vulnerability by 13%, Bernard 7%, Tyson 13%. Several schools increased vulnerability substantially - Evans increased vulnerability by 34%, Cultus and E. Chwk 19%, Greendale 28%, LME 21%, McCammon 15%. Our greatest area of vulnerability at 22% was Emotional Maturity. *EDI defines this as: children's prosocial and helping behaviours, as well as hyperactivity and inattention, and aggressive, anxious and fearful behaviour.*

The CHEQ is an assessment completed by parents of K students and the report for 2022/2023 can be found in the Appendix (G).

Transitions

Our graduation rates (Table 15) continue to be lower than the province by 3% (88 vs. 91) and is an area of growth for the district. Our Indigenous students are graduating at a higher rate than the provincial average by +4 % (79 vs. 75), and the gap between our Indigenous students and all students has lessened (17% to 9%). There is still work to do on this front, but these results are improvements over past years. Some concerning achievement gaps are still evident in our students with diverse abilities, with our district performing 7% below provincial averages.

Part Seven: Adjustments and Adaptations

The refresh of the District's Strategic Plan is, in effect, a formally adapted plan. The previous Strategic Plan (2016-2021) was very successful – in that, the District identified and completed dozens of strategic actions. We are proud of our work, and our new plan is the logical extension of the work, focusing on fidelity and clarity throughout the entire District. This spring, a structural adjustment the District made to improve this work was to revamp the assistant superintendents' [portfolio responsibilities](#). Each senior leader will have clear responsibility and accountability for Strategic Goal Areas.

This report section will briefly overview how our District will attend to each priority area in our Strategic Plan.

Literacy

After we did a preliminary implementation of the locally developed ACT (Assessment of Comprehension & Thinking) in 2020/21, we realized that many teachers were still at the beginning stages of teaching and assessing using curricular competencies during literacy instruction. As such, our focus remains the same for 2023/24 as we will continue to support this work through in-service and coaching our staff, particularly between grades 3-9. Our early learning literacy continues to enjoy a boost in staffing this year, with two more teachers supporting teachers in skills and strategies at the Kindergarten and Grade 1 levels. Next year, we are expanding this approach with ten teachers providing targeted staff coaching and student support for early literacy. This project is called the Elementary Literacy Collaboration Project (ELC), and we anticipate good results from it.

Secondary literacy support continues with a focus on competency-based assessment in-service/coaching. Renewed efforts in these three areas will help our students become more literate and achieve higher results on all our measures (PM Benchmarks, ACT, FSA, and Literacy 10).

Additional literacy supports for 2022/23 included:

- Our Literacy Coordinators provided learning sessions in reading support - with a focus on our inner-city Middle Schools.
- Dedicated literacy support teacher time at ADR & CMS Middle Schools for emerging readers.
- Our Literacy Coordinators provided elementary school support in writing through the Residency Project.

Further adjustments for the upcoming year include a partnership with Dr. Leyton Schnellart and our middle schools. This partnership will focus on team teachers collaborating on designing interdisciplinary unit/lesson plans that will improve comprehension and understanding - impacting literacy achievement.



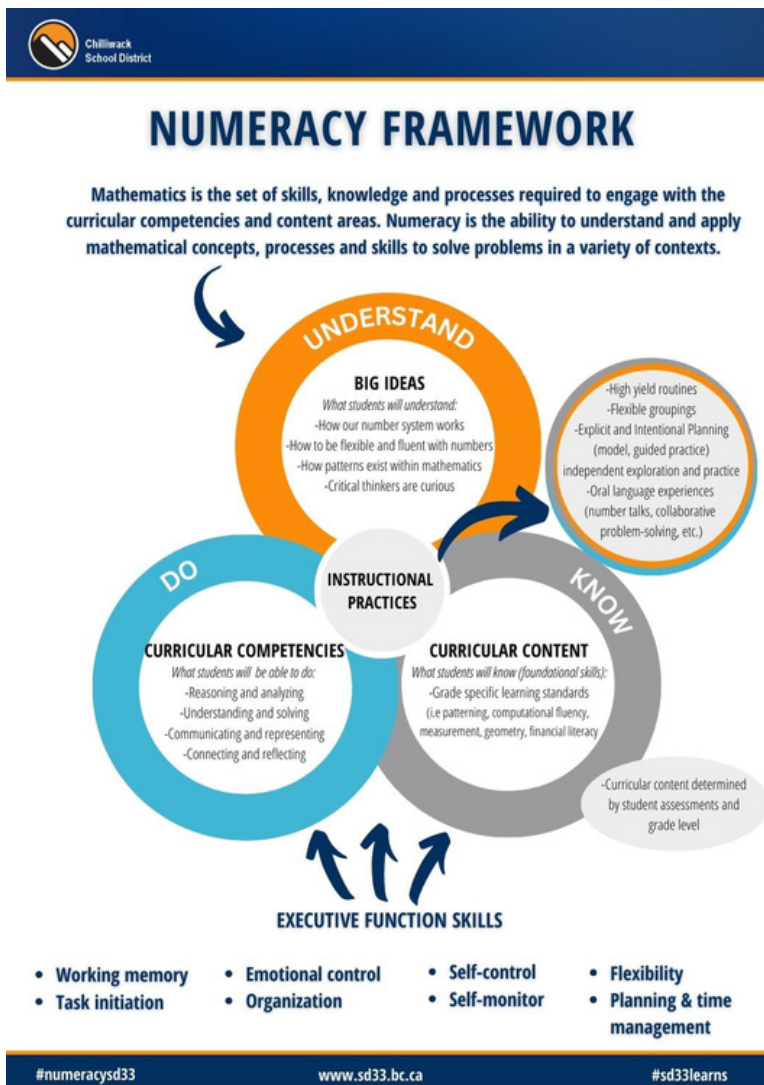
The Frameworks shown (above and below) connect to the BC Curriculum Framework – Know/Do/Understand as well as the four goal areas in our Strategic Plan. We predict that a clear framework will improve teaching fidelity throughout the district by targeting resources and aligning teaching approaches. A shared common language for educators combined with aligned expectations for learning and assessment should provide a foundation for our system to thrive. Chilliwack staff developed the framework in the Spring of 2023, and the Curriculum Department will begin to train teachers in September 2023.

Numeracy

Similar to literacy, our system still needs more support in utilizing competency-based assessments in mathematics. We strive to balance teaching skills, fluency, and comprehension in our schools, and we are not there yet. Renewed focus from our Strategic Plan will have us using our resources to help teachers design lessons and use assessments (like SNAP) to ensure that students not only have procedural fluency and skills but can also apply their mathematic learnings to authentic, real-life situations (Know/Do/Understand). New strategies for 2022-23 included work to move forward and support a collective vision for mathematics instruction. Successful work included the following strategies:

- Numeracy Framework Development
- FSA With Care - Curriculum Helping Teachers worked with selected elementary and middle school teachers to promote readiness and positive dispositions to participating in the provincial assessment cycle.
- Pedagogical Shift - Vertical Surfaces. Inspired by the work of Peter Liljedahl, many teachers (K-12) are utilizing whiteboards and vertical surfaces (windows, walls, etc.) to facilitate student small-group problem-solving and instruction in math.
- Common resources across the district k - 8, with in-service and training provided for teachers.
- Indigenizing Curriculum: Working collaboratively, our Indigenous Education and Curriculum Departments explored how story can create opportunities to explore pattern, visualize mathematical concepts and use math vocabulary. Now our kindergarten teachers use the power of story and play to engage students and develop their mathematical skills.

This work has shown promising early results, and we need to continue to support this work next year. 2023/24 strategies will support these strategies, particularly with inservice and workshops focussed on the Numeracy Framework.



Human and Social Development

The Chilliwack School District is committed to improving the well-being of our students. In the most recent MDI, the decrease in the sense of belonging and adult support for our Grade 7 students is of significant concern. The MDI overall Well-Being Index (measures Optimism, Happiness, Self-Esteem, Absence of Sadness, and General Health) for our Grade 7 students indicates that 55% fall within the low range and 40% of our Grade 5 students do as well. To address these concerns, the district will continue to utilize this information to build on our existing Mental Health in Schools strategies (the Core Practices highlighted in the Human and Social Framework below) while strengthening our working relationships with all of our community partners to ensure that we work together to improve the well-being of our students.

As a district, we will also continue to build on the Strengths and work on Areas of Focus identified in the YDI, namely:

Strengths

- Students trended toward being less likely to rate victimization/bullying as 'high' in your district compared with students in other districts (1% vs. 2%)

Areas of Focus

- Students were less likely to report participation in educational lessons or activities outside of school in your district compared with students in other districts (13% vs. 24%)
- Students were less likely to rate their prosocial orientation as 'high' in your district compared with students in other districts (36% vs. 44%)
- Students trended toward being more likely to rate their externalizing behaviour (aggression) as 'high' in your district compared with students in other districts (4% vs. 2%)



HUMAN & SOCIAL DEVELOPMENT FRAMEWORK

Human and social development aims to create a culture in which we celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all learners thrive.



Transitions

A highlighted strategy for the District in the Strategic Plan includes improved tracking and intervention for students that 'fall through the cracks' in our system. These are students who, for a variety of reasons, stop attending school. Our goal is to identify these students and intervene early. We know that a high percentage of students that do not complete high school graduation have Indigenous ancestry – and our school district needs to walk alongside our students, ensuring support as needed so that achievement gaps disappear. Over the current school year (2022/23), our District has been planning for improved support - particularly for our students with Indigenous ancestry. As a result, we have created a new teaching position at each of our secondary schools called "Graduation Coach." These teachers will provide enhanced service to our students who have Indigenous ancestry to eliminate the graduation gap between Indigenous and non-Indigenous students. These positions have been hired and will start in September 2023.



TRANSITIONS FRAMEWORK

The goal of transition planning is to establish a process to support students in taking their next steps in their learning journey with a sense of dignity, purpose and opportunity.



- Collective Responsibility
- Data Driven Decisions
- Targeted Interventions
- High Quality Instruction



Part Eight: Alignment for Successful Implementation

As discussed in Part Three, a plan's success depends on the implementation and revision process. In our school district's Strategic Plan, it is vital to align our initiatives for achieving growth and improving achievement across the district. This requires a delicate balance between maintaining alignment with the strategies and approaches outlined in the plan and allowing for flexibility in implementation, which calls for skilled and artful leadership.

The first step towards achieving alignment is establishing clear mechanisms for monitoring and evaluating the implementation of the strategic plan. In the third year of our Strategic Plan implementation, we have witnessed numerous successes as initiatives have become ingrained in our district's culture. To ensure continued alignment, we have implemented the following strategies:

- Produced a public-facing report called "Strategic Plan School Stories," which showcases initiatives from across the district that directly support the four goal areas of our SD33 Strategic Plan. This report is a testament to our commitment to transparency and highlights the progress made toward achieving our strategic objectives.
- Ensured that all schools and departments create strategic plans aligning with the overarching district plan. We have provided example templates for school sites (refer to Appendix A), which guide them in developing plans that are coherent with our district-wide vision.
- Utilized the 'Continuous School Improvement Alignment Assessment,' a tool intricately linked to the District's Strategic Plan (see Appendix B for a copy of the assessment tool). This assessment allows us to gauge the extent to which schools and departments are aligned with the strategic objectives and identify areas that require further attention or improvement.
- Engaged in regular public reporting on Strategic Plan progress during Board of Education meetings. By sharing updates and achievements with the public, we foster a sense of accountability and ensure that the community is aware of the strides being made in fulfilling our strategic goals.
- Established a 90-day assessment cycle with schools and district departments to formally evaluate the progress of the Strategic Plan. These assessments serve as valuable checkpoints, enabling us to measure our successes, identify challenges, and make necessary adjustments to ensure that we stay on track toward our desired outcomes.
- Produced Strategic Plan goal area frameworks to provide our staff with clear, aligned expectations for learning and assessment.

By embedding these strategies into our implementation process, we are actively working towards achieving alignment throughout our school district. The fidelity with which we adopt the strategies and approaches outlined in our Strategic Plan is pivotal in determining our success or failure. Through regular assessment, public reporting, and the promotion of success stories, we ensure that our initiatives become an integral part of our district's culture. This ongoing commitment to alignment will drive our school district toward continued growth and achievement.

Part Nine: Conclusion

These strategies will help ensure that our goals are continuously worked upon, updated, and edited as necessary. Systematic structures such as our 90-Day Cycle, reworked assistant superintendent portfolios, and formal Program Reviews provide us with clarity regarding the work ahead and an acute sense of measuring specific strategies' impact on student achievement. These structures also ensure continuous improvement as we respond and change our strategies as necessary.



APPENDIX

APPENDIX A: Strategic Plan

APPENDIX B: School Strategic Plan Alignment Assessment

APPENDIX C: School District Business Plan Example

APPENDIX D: Ministry of Education Student Success Data Report

APPENDIX E: MDI Gr. 5 Summary Report

APPENDIX E: MDI Gr. 7 Summary Report

APPENDIX E: YDI Summary Report

APPENDIX F: EDI Summary Report

APPENDIX G: CHEQ District Report