



Chilliwack
School District



FESL REPORT

Framework For Enhancing Student Learning

SEPTEMBER 2024



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INTRODUCTION

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, 2024. We use the most current data sets we have access to. Grad data is from 2022/2023.

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 Local Education 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 approximately 15,000 full and part-time K - 12 students and are served by approximately 2,400 permanent and casual staff members. Additionally, we serve approximately 1,100 Pre-K students in Early Learning programs.



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.

Part Two: Current Strategic Plan Priorities

The Chilliwack School District’s Strategic Plan (2021 – 2025) was created 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 have seen our students achieve high levels of success over the term of this plan as measured by provincial and district measures and by community confidence as well. In fact, this past year, our district had its best-ever six-year graduation result at 92%.

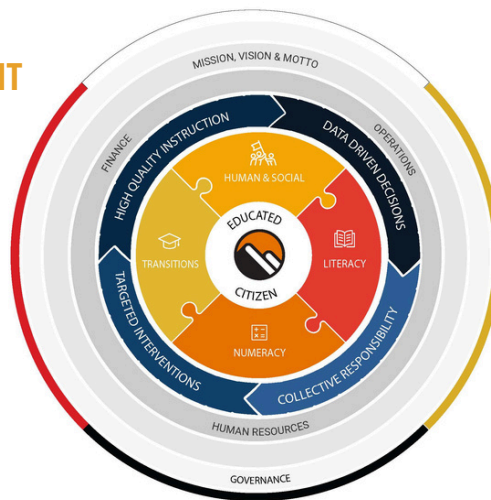
Our current Strategic Plan is available on our district website: <https://stratplan.sd33.bc.ca>.

HUMAN AND SOCIAL DEVELOPMENT

HIGH QUALITY INSTRUCTION

TRANSITIONS

TARGETED INTERVENTIONS



LITERACY

DATA DRIVEN DECISIONS

NUMERACY

COLLECTIVE RESPONSIBILITY



FESL Learner Profiles Defined

All	All students in the district
Indigenous Students	Students who have self-identified as Indigenous on an enrollment collection.
Indigenous Students Living on Reserve	Based on enrolment records, students who have been identified as “Status On-Reserve”.
Indigenous Students Living off Reserve	Based on enrolment records, students who have never been identified as “Status On-Reserve”.
Students with Diverse Abilities	Including intellectual disability, learning disability, gifted, behavioral, physically dependent, deaf/blind, and autism.
Children and Youth in Care (CYIC)	Refers to all children up to 19 yrs where temporary or permanent custody is with the Ministry of Children and Family Development (MCFD) or with a Delegated Aboriginal Agency (DAA).

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. This year signals the final year of our current Strategic Plan, and as we reflect on the work to date, we are beginning to see some tangible results. To begin with, we have seen a marked improvement in:

- FSA 4 results in literacy and numeracy. Our [FSA 4 results](#) have reached a five-year peak, and for the first time, our district's achievement is on par or better than that of our neighbours to the west.
- 90% FSA participation rate in both our grade 4 and grade 7 cohorts
- Our graduation rate is at an all-time best at a [92% six-year rate](#)
- Our Indigenous achievement results are better than provincial results on all measures

Our successes are connected to the innovative strategies and approaches that underpin our work. The following are strategies that are now embedded in what we do.

- Producing a public-facing report called "[Strategic Plan - A Year In Review](#)," 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.
- Hosting a full-day [Truth and Reconciliation Day](#) on Oct. 6, 2023, where all 2500 employees spent a day learning together at the Chilliwack Coliseum.
- 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.
- Implemented a new position to support our Indigenous learners at each secondary school - Indigenous [Graduation Coach](#). These teachers have been instrumental in helping our Indigenous learners find success by providing enhanced service and support.
- Created a new Allies 4 [Inclusion, Diversity, Equity and Accessibility](#) (IDEA) Committee to champion human rights in our schools.
- Commitment to initiatives that are supported by peer-reviewed research, as well as action research in our schools. Through an MOU partnership with UFV, we have created a Research and Analytics Team to ensure that we have researchers in residence, supporting the work of our professional staff.

Our District has implemented 'business plan' cases for all new initiatives so that we can 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 the Executive Team knows 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. The work that we started with UFV and our Research and Analytics Team has helped to formalize the assessment of the impact on our projects – most notably in 2024, our Elementary Literacy Project.

Part Four: Strategic Consultation

Comprehensive Planning and Engagement

In spring 2021, our district engaged in a comprehensive consultation with staff, students, parents, and the Indigenous Education Advisory Committee to shape our updated Strategic Plan. With the plan in effect, we prioritize strategic engagement with schools, community members, and First Nations to ensure their input continues to guide our progress. Looking ahead to revising our Strategic Plan for 2025, we have already scheduled a similar comprehensive consultation process to commence in fall 2024. This time, we will expand our consultation to include direct engagement with each of our ten local First Nations. To help us with this meaningful work, we will collaborate with an Indigenous Elder throughout the process.

Maintaining Feedback Loops

We maintain an open feedback loop through public reports to the Board of Education and formal reports like the FESL. Informal communication channels complement our formal avenues, including Local Education Agreements with First Nations, School PACs, DPAC, committee meetings, labour relations, community tables, and the "Let's Talk" online feedback and collaboration tool. Over the past year, we have extensively collaborated with student engagement groups to gather feedback and insights on how our Strategic Plan impacts schools.

Partner Group Collaboration

Our Board has been actively involved with several partner groups (Chilliwack Teachers Association, Canadian Union of Public Employees, Chilliwack Principals and Vice Principals Association, Indigenous Education Advisory Committee and District Parent Advisory Council) over the past year. These individual meetings have been instrumental in providing timely and targeted feedback, enriching our understanding of the diverse perspectives within our community. Finally, for 2023/24, we published a series of "[Strategic Plan Stories](#)" to further engage our community in the District's ongoing work.

NUMERACY COLLABORATION PROJECT

SPRING 2024

Curriculum Department
Numeracy Collaboration February- May 2024

Supporting Numeracy K-5
Goal: To build teacher confidence and capacity in meeting the diverse needs of all learners

- Round 1**
 - Foundation for instruction, planning and assessment
 - Resources (numeracy framework, website, math manipulatives,)
 - Classroom demonstrations
- Round 2**
 - Deepening understanding of formative assessment (SMP and Blev (SAP)
 - Developing class profiles for whole class and small group instruction/renvention
 - Understanding use of math manipulatives for foundational learning
 - Classroom demonstrations
- Round 3**
 - Highlighting impactful instructional practices, high yield routines, and fact fluency games
 - Implementation of instruction to provide access points for all learners
 - Supporting students with foundational numeracy skills

Teacher Self-Reporting (n=63)	
Improvement in instructional practices	93%
Improvement in assessment practices	77%
Improvement in planning for instruction	68%
Was this professional learning experience worthwhile?	100%

"It completely changed how I taught math. Their sessions have really helped me to feel confident about math and how to teach it well. They provided resources, hands on experience and games that helped me to improve how I approach math in the classroom and for all learners. It was extremely valuable for me."
- Grade 5 Teacher

"I found the sessions very helpful. I feel more comfortable and confident teaching math in my classroom and love the resources provided."
- Grade 2 Teacher

Numeracy
Collective Responsibility

#SD33Learns www.sd33.bc.ca #Numeracy5033

Strategic Plan Story

SECTION A - DATA AND EVIDENCE

Student Performance Data Analysis & Interpretation

Our district uses various formal data sources to measure literacy achievement. Tables 1 – 5 display local district assessments, while 6 to 8 show provincial assessment results.



Equity of Learning Outcomes

When we analyze the data, it is clear that we need to address equity issues. Our Indigenous students, students with diverse needs, and children in care are not achieving at the same levels as their peers on all measures. The noticeable and significant achievement gap requires our attention. These numbers play out throughout this report, and as we describe our strategies and initiatives to improve student outcomes, these learners are at the centre of that work.



Literacy

The PM Benchmark Reading Assessment (Table 1) is widely used by classroom teachers in grades K-8. This running record assessment evaluates student fluency and word attack skills. During this assessment, teachers listen one-on-one as students read leveled text passages, and students are also asked about comprehension to ensure understanding.

PM Benchmarks are conducted each year in November, March, and June for students in grades 1 - 5. The expectations of the assessment are dynamic, not static. This means that a student at the Emerging, Developing, Proficient, or Extending levels in November must demonstrate significant progress in March and June to maintain that level of assessment.

Our 2023/24 data suggests that grade 1 students need focused instruction in developing word attack skills and comprehension. It's worth noting that the achievement gap, a key focus of our literacy program, improves significantly by the end of grade 2. This improvement is a testament to the effectiveness of our reading approach and is a nod that we are on the right track. 91% of our middle school students can decode text and read beyond level 30.

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

2023/2024	Spring %	n(Spring)
Grade 1 All	59	1038
Grade 1 Indigenous	52	195
Grade 1 Diverse Ability	39	80
Grade 1 CYIC	33	MSK
Grade 2 All	73	1146
Grade 2 Indigenous	62	203
Grade 2 Diverse Ability	46	119
Grade 2 CYIC	38	MSK
Grade 3 All	76	1060
Grade 3 Indigenous	65	191
Grade 3 Diverse Ability	61	131
Grade 3 CYIC	30	10
Grade 4 All	75	1054
Grade 4 Indigenous	65	188
Grade 4 Diverse Ability	47	165
Grade 4 CYIC	40	10
Grade 5 All	80	1100
Grade 5 Indigenous	65	211
Grade 5 Diverse Ability	46	262
Grade 5 CYIC	40	15
Grade 6 All	90	1074
Grade 6 Indigenous	82	202
Grade 6 Diverse Ability	68	212
Grade 6 CYIC	83	12
Grade 7 All	92	1073
Grade 7 Indigenous	84	207
Grade 7 Diverse Ability	70	218
Grade 7 CYIC	88	MSK
Grade 8 All	91	1035
Grade 8 Indigenous	83	185
Grade 8 Diverse Ability	73	233
Grade 8 CYIC	70	10



- 403 K-5 teachers participated in in-service.
- 636 students received reading intervention.
- 70% of teachers responding to the Self-Efficacy Survey reported increased confidence in their ability to teach literacy, while 29% maintained a high level of confidence.
- In Fall 2023, we implemented a word inventory assessment to determine students' understanding of phonics; resources were provided to schools to support this instruction.

Table 2 - PM Benchmarks (% On Track)				
PM	June 2021	June 2022	June 2023	June 2024
Grade 1	54	55	54	59
Grade 2	71	72	70	73
Grade 3	82	75	79	76
Grade 4	79	81	73	75
Grade 5	76	78	70	80
Grade 6	77	87	83	90
Grade 7	89	86	90	92
Grade 8	90	94	89	91

% On Track = Developing, Proficient and Exceeding

- All of our elementary schools had their K-1 intervention reallocated to Elementary Literacy Support, which provided direct intervention to primary students and professional learning for all K-5 teachers.
 - Phonics and phonemic awareness in-services had the highest attendance.
- While only some fall entries were completed for middle school, we are actively working to correct this as we transition to a new data management platform, ensuring a smoother process for next year's data collections.
- The On Track data is disaggregated at the school level to identify which students are developing.
- By Grade 8, 91% of our students are On Track (within widely held expectations).
- When looking at cohort data, we see the number of students reading with proficiency increasing.
- We noted a dip in Grade 4 this year, yet these students did well on FSA. The Grade 4 students' ACT scores dipped from Grade 3. This is a cohort that we will need to monitor.
- Teachers will be provided with resources to align assessment practices to ensure consistency throughout the District.
- For next year, there is a strong interest in professional learning from grade 1 teachers in writing, word work and reading.

Whereas PM Benchmarks primarily measure reading fluency, the Assessment of Comprehension and Thinking (ACT) reading assessment focuses on reading competencies such as thinking skills, such as inferring, summarizing, and comprehension.

Table 3 - ACT Reading Assessment (Applying & Extending Percentage)

2023/2024	Spring %	n(Spring)
Grade 3 All	51	1037
Grade 3 Indigenous	40	187
Grade 3 Diverse Abilities	27	129
Grade 3 CYIC	20	10
Grade 4 All	52	1045
Grade 4 Indigenous	37	178
Grade 4 Diverse Abilities	26	158
Grade 4 CYIC	22	MSK
Grade 5 All	55	1081
Grade 5 Indigenous	41	208
Grade 5 Diverse Abilities	31	252
Grade 5 CYIC	21	14
Grade 6 All	48	1018
Grade 6 Indigenous	35	181
Grade 6 Diverse Abilities	19	192
Grade 6 CYIC	42	12
Grade 7 All	51	1024
Grade 7 Indigenous	37	180
Grade 7 Diverse Abilities	28	187
Grade 7 CYIC	50	MSK
Grade 8 All	56	967
Grade 8 Indigenous	43	150
Grade 8 Diverse Abilities	31	186
Grade 8 CYIC	29	MSK



Table 4 - ACT Reading Assessment (% Applying and Extending)				
ACT	June 2021	June 2022	June 2023	June 2024
Grade 3	46	53	54	51
Grade 4	43	50	53	52
Grade 5	53	61	58	55
Grade 6	50	51	52	48
Grade 7	47	47	49	51
Grade 8	53	50	58	56

ACT Cohort Data - 2021 - 2024

- Based on feedback from our classroom teachers and system performance analysis, there is a strong correlation between attendance and ACT reading success; an attendance initiative is critical.
- Extrapolating the number of emerging students shows that 4 - 6 % struggle significantly with comprehension (see chart below).
- Planning for the 2024-2025 school year, the Curriculum Department will offer professional learning on **Smart Learning** and comprehension.
- Global Read-Aloud and Book Club offerings support comprehension and engaged readers.
- A priority will be on engagement and building stamina with reading.
- We anticipate more detailed data in the fall, with data disaggregated by skills in the ACT assessment.



2023 - 2024	% of Students Emerging (Spring)
Grade 3	4
Grade 4	4
Grade 5	4
Grade 6	6
Grade 7	5
Grade 8	4.5

What is Smart Learning?

Smart Learning uses structured routines and lesson design (Connect, Process, Transform, and Reflect) to teach reading competencies. Students learn a repertoire of strategies for deepening learning, enhancing skills, and engaging with text. In this inclusive setting, thinking is elevated through student collaboration and honouring individual voice.

The School Wide Write (Table 5) is a writing sample assessment that each school completes at least once a year. Student achievement is at the 55% proficiency mark as an average score across the grades. Results are slightly down (from 58%) but similar to 2022/23.

- Our results are similar to 2023
- We retained [Matt Glover](#), writing specialist, to provide an after-school workshop for elementary teachers for the 2024/2025 school year.
- Cohorts are working with Literacy Support Teachers on developing the craft of writing, assessing writing, and building student confidence to see themselves as writers.

Table 5 - School Wide Write (Applying & Extending Percentage)

2023/2024	Spring %	n(Spring)
Grade 1 All	56	1090
Grade 1 Indigenous	43	200
Grade 1 Diverse Abilities	29	85
Grade 1 CYIC	33	MSK
Grade 2 All	50	1163
Grade 2 Indigenous	36	206
Grade 2 Diverse Abilities	17	126
Grade 2 CYIC	0	MSK
Grade 3 All	52	1080
Grade 3 Indigenous	35	192
Grade 3 Diverse Abilities	28	141
Grade 3 CYIC	9	11
Grade 4 All	55	1035
Grade 4 Indigenous	39	182
Grade 4 Diverse Abilities	20	168
Grade 4 CYIC	30	10
Grade 5 All	52	1096
Grade 5 Indigenous	32	212
Grade 5 Diverse Abilities	22	262
Grade 5 CYIC	7	15
Grade 6 All	56	983
Grade 6 Indigenous	43	178
Grade 6 Diverse Abilities	27	195
Grade 6 CYIC	67	12
Grade 7 All	57	962
Grade 7 Indigenous	41	177
Grade 7 Diverse Abilities	21	180
Grade 7 CYIC	50	MSK
Grade 8 All	59	900
Grade 8 Indigenous	35	147
Grade 8 Diverse Abilities	28	190
Grade 8 CYIC	13	MSK



Our participation rates for students with diverse abilities were significantly higher than the provincial average:

- 74% at Grade 4 Literacy (52% provincial)
- 77% Grade 4 Numeracy (52% provincial)
- 70% Grade 7 Literacy (59% provincial)
- 69% Grade 7 Numeracy (58% provincial)

Chilliwack’s strong results for FSA 4 reflect a successful [FSA with Care](#) initiative. And, as a district we saw improvement in literacy at all levels.

Table 6a - Provincial Literacy Assessments % On-Track/Extending ALL STUDENTS				
Grade	June 2021	June 2022	June 2023	June 2024
Grade 4 Literacy	80	72	68	73
Grade 7 Literacy	73	69	59	65
Grade 10 Literacy	59	67	67	TBD

Table 6b - Provincial Literacy Assessments (Percentage On-Track/Extending) SD33/Province				
2022/2023	All	Indigenous	Diverse Ability	Children Youth 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	67/73	49/53	46/52	43/38



Table 6c - Provincial Literacy Assessments (Percentage On-Track/Extending) SD33/Province				
2023/2024	All	Indigenous	Diverse Ability	Children Youth in Care
Grade 4 Literacy	73/72	68/59	57/59	50/38
Grade 7 Literacy	65/71	53/55	43/50	40/45
Grade 10 Literacy*	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 7c highlights classroom-based assessment (report card achievement) in Language Arts. Note similar achievement to FSA in grades 4 and 7, as well as a notable gap in achievement between “all” and our priority learners.

Table 7c - Language Arts Course Marks				
2023/2024	All	Indigenous	Diverse Ability	Children Youth in Care
Grade 4 Language Arts	62% (574)	50% (85)	27% (43)	5% (MSK)
Grade 7 Language Arts	61% (635)	42% (168)	26% (108)	50% (MSK)
Grade 10 Language Arts	70% (743)	44% (72)	45% (78)	25% (MSK)
Grade 12 Language Arts	69% (853)	50% (108)	47% (116)	40% (MSK)

*Grade 4/7: Percent Proficient and Extending
Grade 10/12: Percent C+ and better*



Numeracy

Our district utilizes a locally developed numeracy assessment aligned with provincial measures, mirroring our approach to literacy. Table 8 highlights our district's achievement, derived from our locally crafted Student Numeracy Assessment & Practice (SNAP). All students in grades 2-7 must complete this assessment. The SNAP evaluates curricular competencies within the grade-level content expectations of Number Sense and Operations. Educators and students are encouraged to implement SNAP throughout the academic year in a spiraled approach, and formal reporting happens biannually – once in the fall and subsequently in the spring. The outcomes presented in Table 8 delineate student achievement as of spring 2024. A decline in student achievement has been identified when students transition from elementary to middle school, a pattern that has persisted for multiple years. Furthermore, for a third straight year, students in Grades 4 & 7 have exhibited marginally higher scores on FSA when compared to their performance on SNAP.





- More than 99% participation (only 53 students missing from collection for the entire district)
- Increase in the number of students who did not respond to some questions due to attendance or teachers entering data into the new data management system
- Congruent with student achievement in 2023
- For the second year, grade 4 students scored higher on FSA than SNAP
- For the second year, grade 7 students scored higher on FSA than SNAP

Table 8 - SNAP Numeracy Assessment (Proficiency Percentage)

2023/2024	Number Sense %	Operations %	n writers NS/Op
Grade 2 All	63	69	1162/1157
Grade 2 Indigenous	54	59	201/199
Grade 2 Diverse Abilities	44	45	119/116
Grade 2 CYIC	38	25	8/8
Grade 3 All	59	61	1074/1073
Grade 3 Indigenous	54	48	189/190
Grade 3 Diverse Abilities	44	45	133/134
Grade 3 CYIC	11	33	9/9
Grade 4 All	62	60	1044/1048
Grade 4 Indigenous	51	45	182/180
Grade 4 Diverse Abilities	43	40	157/159
Grade 4 CYIC	56	22	9/9
Grade 5 All	52	57	1066/1071
Grade 5 Indigenous	38	41	185/202
Grade 5 Diverse Abilities	32	31	251/246
Grade 5 CYIC	20	14	15/14
Grade 6 All	45	57	1043/1032
Grade 6 Indigenous	36	44	183/175
Grade 6 Diverse Abilities	29	35	191/181
Grade 6 CYIC	42	50	12/12
Grade 7 All	54	54	1007/965
Grade 7 Indigenous	41	35	178/173
Grade 7 Diverse Abilities	29	26	179/177
Grade 7 CYIC	20	40	5/5



Table 9c highlights student achievement from the 2023/24 school year. The good news is our grade 4 results compared to the province (and an improvement from last year), but we still have a gap between all and our priority learners at both grade 4 and 7. Our grade 4 performance is trending in a positive way, with the best performance from our students in the past five years.

Table 9a - Provincial Numeracy Assessments % On-Track/Extending ALL STUDENTS			
Grade	June 2022	June 2023	June 2024
Grade 4 Numeracy	60	61	70
Grade 7 Numeracy	56	43	49
Grade 10 Numeracy	40	35	TBD*

Table 9b - Provincial Numeracy Assessments (Percentage On-Track/Extending SD33/Province)				
2022/2023	All	Indigenous	Diverse Ability	Children Youth 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	35/45	24/24	20/29	14/12

Table 9c - Provincial Numeracy Assessments (Percentage On-Track/Extending SD33/Province)				
2023/2024	All	Indigenous	Diverse Ability	Children Youth in Care
Grade 4 Numeracy	70/63	64/46	53/52	63/27
Grade 7 Numeracy	49/56	34/36	31/38	25/22
Grade 10 Numeracy*	TBD	TBD	TBD	TBD

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



Table 10 highlights classroom-based assessment (report card achievement) in Mathematics. Note similar achievement to FSA in grades 4 and 7, as well as a notable gap in achievement between “all” and our priority learners.

Table 10 - Mathematics Course Marks				
2023/2024	All	Indigenous	Diverse Ability	Children Youth in Care
Grade 4 Mathematics	68% (649)	56% (94)	36% (54)	22% (MSK)
Grade 7 Mathematics	61% (580)	40% (74)	30% (60)	43% (MSK)
Grade 10 Mathematics	68% (809)	49% (91)	53% (102)	29% (MSK)
Grade 11 Mathematics	72% (868)	53% (95)	63% (135)	20% (MSK)

*Grade 4/7: Percent Proficient and Extending
Grade 10/12: Percent C+ and better*

FESL Year to Year Data - Cohort Data

In this year's FESL Report, we again included cohort data tables. These tables highlight student achievement over time. For instance, in Table 7, we have represented the grade 4 group of students from 2021 in a blue box at 79%. We can follow that same group of students from grade 5 to June 2022 (again blue) at 78%, and finally, in June 2024, they are in grade 7 at 92%.

Table 11 - PM Benchmarks % Meeting/Exceeding				
Grade	June 2021	June 2022	June 2023	June 2024
Grade 1	54	55	54	59
Grade 2	71	72	70	73
Grade 3	82	75	79	76
Grade 4	79	81	73	75
Grade 5	76	78	78	80
Grade 6	77	87	83	90
Grade 7	89	86	90	92
Grade 8	90	94	95	91

Table 12 - ACT % Meeting/Exceeding

Grade	June 2021	June 2022	June 2023	June 2024
Grade 3	46	53	54	51
Grade 4	43	50	53	52
Grade 5	53	61	58	55
Grade 6	50	61	52	48
Grade 7	47	47	49	51
Grade 8	53	50	58	56

Table 13 - SNAP NUMBER SENSE % Meeting/Exceeding

Grade	June 2021	June 2022	June 2023	June 2024
Grade 2	65	68	63	63
Grade 3	62	64	65	59
Grade 4	59	63	59	62
Grade 5	62	60	61	52
Grade 6	52	49	49	45
Grade 7	49	55	45	54

Table 14 - SNAP OPERATIONS % Meeting/Exceeding

Grade	June 2021	June 2022	June 2023	June 2024
Grade 2	64	71	71	69
Grade 3	62	64	62	61
Grade 4	60	57	56	60
Grade 5	59	61	63	57
Grade 6	57	56	56	57
Grade 7	57	60	50	54





Human and Social Development

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

The work supporting our social and human development in Chilliwack is complex and substantial. This section outlines what the data tells us and how our Mental Health in Schools (MHIS) strategies are progressing. These are long-term strategies that need time and consistent attention to produce demonstrable results.

Mental Health in Schools

Survey Measures

- **Belonging:** 50% of elementary and 49% of secondary students feel they belong.
- **Mental Health:** 53% of elementary and 44% of secondary students describe their mental health as good/very good/excellent.
- **Mental Health Education:** 39% of elementary and 26% of secondary students feel they are learning to care for their mental health.

Table 15 - Student Learning Survey 2023/2024

MH Measure	Elem. All	Elem Indg.	Sec. All	Sec. Indg.
Belonging	50	49	49	43
Good MH (good/very good/excellent)	53	n/a	44	n/a
Learning to Care for MH	39	40	26	20

Trends and Concerns

1. Three key mental health measures from the Student Learning Survey are trending below provincial averages: feelings of belonging in school, good mental health, and knowledge about mental health.
2. There is no aligned mental health strategy across the district yet, despite the availability of resources and trained staff in Mental Health Literacy and First Aid.

Middle Years

This year, 856 students participated in the grade 7 MDI. They reported encouraging increases in several important measures. Increased self-esteem rose from 54% in 2023 to 58% in 2024. Belonging in school increased from 32% to 35%, and being able to identify a supportive adult at school saw an increase from 53% to 54% for grade 7s.

Concerningly, Grade 7s reported a significant decline in their school climate, with 25% reporting it as high compared to 31% in 2023.

Our district continues to use the Developmental Indexes created by the Human Early Learning Partnership (HELP) and the Student Learning Survey to assess how our students are doing. Table 16 shows our participation rates for these assessment tools.

Table 16 - Participation Rates		
Assessment	Grade	Participation %
EDI	K	n/a
MDI	4	87
MDI	7	76
YDI	10	6
YDI	11	84
YDI	12	11
Student Learning Survey - Elem.	K - 5	77.5
Student Learning Survey - Middle	6 - 8	71.5
Student Learning Survey - Secondary	9 - 12	53

The Appendix includes detailed reports on each of these measures. Still, 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 extracurricular opportunities. This theme is consistent throughout the grades four and seven MDI measures.

Student Voice and Agency

This year, our initiatives on student voice and agency have focused on engaging secondary and Indigenous student groups, with a plan to create a middle school group for the 2024/2025 school year. Regular meetings with senior staff and the board have been instrumental in aligning the student experience in schools with our district’s strategic goals, providing an opportunity to collect “street data” to assess our progress. Some highlights from this year included the students’ presentation at the BCSSA conference, where they shared their work with superintendents from all parts of the province, and the successful learning event for SD33 staff through an honoring ceremony on a professional development day.



District Processes and Support

District Resource Team (DRT)

This district problem-solving table was created to bring school teams and the district team together to share school-based supports already in place and brainstorm other possible supports that could be provided by district staff or community partners to support students who are struggling to engage in school.

Referrals to the DRT have increased significantly over the years, highlighting rising issues with school engagement and attendance. Note the increase over time from 2017 to the present day:

2017-2018: 56 secondary referrals.

2022-2023: 21 elementary, 72 middle, and 156 secondary referrals.

2023-2024: 36 elementary, 97 middle, and 211 secondary referrals.



Early Learning and Childcare

As the Ministry of Education expanded to include Child Care, we have expanded and enhanced our early learning programming to include 8 StrongStart locations, 3 Just B4 Preschools, and 3 Before/After School Care programs, with more locations opening in September 2024.



[Learn more...](#)

Youth Health Center Partnership

Our district has partnered with the University of the Fraser Valley and Fraser Health to create a Health Youth Center to support young people in our community. These services are provided in select schools and provide low-barrier medical and counselling support.

Summer Learning Program

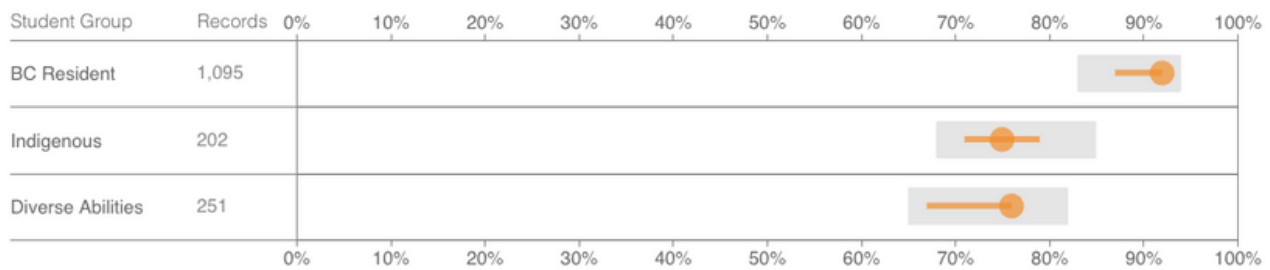
Our summer learning program was home to over 1,000 students this past summer, providing diverse programming for students in grades K-12. Courses ranged from literacy/numeracy/physical activities at the elementary level to repair and replacement courses at the secondary level. The Agriculture program was a favourite offering, with over 100 students learning about sustainable farming practices on location at our district farm site.

Transitions

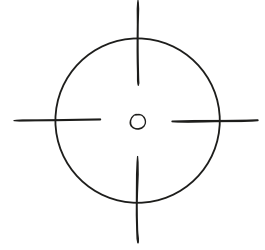
Our district utilizes multiple measures to inform student success in transitions. We use graduation data (as shown in Table 17) and break down the information into different sub-groups to provide more clarity. Our Chilliwack students performed on par with the province based on graduation percentage, 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 on par with the provincial completion rate at 92%. In addition, our Indigenous student achievement has held steady 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 17 - Graduation Data - Completion Rates			
2022/2023	Province %	SD 33 %	n (cohort)
All Students	92	92	1095
Indigenous Students	74	75	202
Disabilities and Diverse Abilities	77	76	251
Children in Care	56	54	36

Current year graduation rates not yet available at publication, so this table reflects last years data.



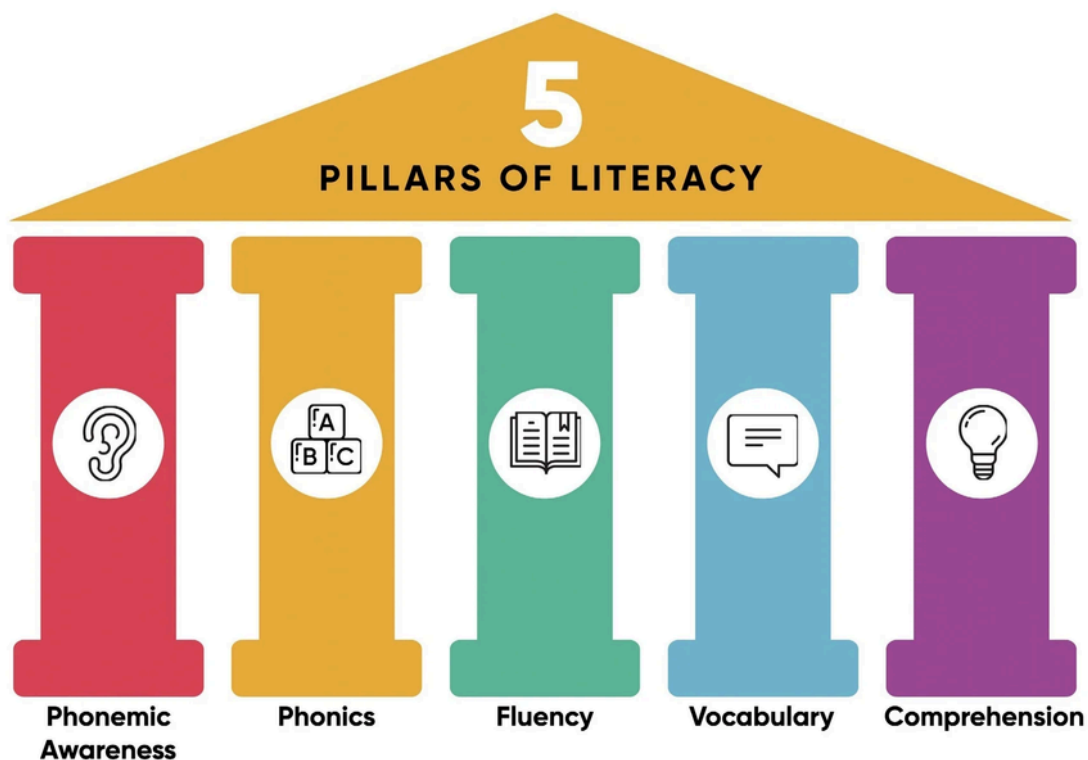
Areas of Need



Literacy

Our approach to literacy will require ongoing and diverse support in the upcoming year. Based on our system performance, coupled with street-level data from our teachers, here are the key areas of need we identified:

- We need to remain committed to the five literacy pillars and continue to emphasize their importance through workshops, both during and after school.
- To support these pillars, primary and intermediate teachers need access to various resources, including Heggerty, Shifting the Balance, and Words Their Way.
- We must strengthen the vital link between reading and writing, focusing on decoding, encoding, and comprehension.
- For middle school students, comprehension must be emphasized through engaging texts covering a variety of themes. Non-readers must also be supported with foundational skill intervention.
- We must establish and uphold literacy routines and structures for all grade levels, ultimately improving students' learning experiences and achievement.



Numeracy

Based on our numeracy data, we have work to do. Whereas we have seen improvements on the grade 4 FSA, we know that our elementary students can improve (as per SNAP) and that as students move through the grade 7 FSA and onto the grade 10 graduation assessment, our achievement level drops.

To support student achievement in numeracy next year, we believe that we need to continue increasing teacher efficacy at all levels in our system, particularly at elementary and middle school.

Our [FSA with Care](#) strategy, implemented last year, delivered strong results in the schools where it was used. We believe that this approach, which focuses on structures that support positive mindsets for both teachers and students, is crucial for improving numeracy and should be extended to more schools.



Human and Social Development

Our Strategic Plan has identified the Student Learning Survey as a primary metric for student well-being. This year, on the Student Learning Survey, three important measures are trending down and below provincial averages. While this may seem concerning, it also presents an opportunity for improvement. (1) Feelings of belonging in school, (2) having good mental health, and (3) knowledge about mental health are showing us that our work on Human and Social Development can be improved. Our schools have access to vetted resources, and many staff and administrators have been trained in Mental Health Literacy and Mental Health First aid. Still, we don't have an aligned Mental Health strategy that unifies our work across the district.

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.

Strategy Development


The Learning Services Leadership Team is working on an aligned Mental Health in Schools (MHIS) strategy for the Chilliwack School District, focusing on common language and practices across Tiers 1, 2, and 3.

Collaboration with the Children's Hospital Mental Health in Schools coaching team will lead to a needs assessment and the creation of goals and an action plan for the MHIS strategy.

Children and Youth in Care (CYIC)

The district has faced challenges in tracking and supporting students in care, who often struggle with attendance, engagement, and graduation rates.

Initiatives include regular updates from care organizations, designated school staff to support CYIC, and a Belonging Protocol developed with input from former CYIC students.


March 2024

Child and Youth in Care (CYIC) Belonging Protocol

BELONGING - Why does it matter?

Every child needs to have deep connections and to feel a sense of belonging to culture, community, family and place in order to thrive and develop a positive sense of self. Children and youth who are in government care, in particular, need to feel these connections as they have typically experienced trauma during their young lives.

STEP 1: Intake Information

Information regarding students **moving in and out** of care comes into our Registration Desk via email (ereg@sd33.bc.ca) from a point of contact from the Ministry of Children and Family Development or Fraser Valley Aboriginal Children and Family – Xyólheméyih. Our Ereg Desk will update information in MyEd.

Note: Should information come directly to the school, schools will forward to Ereg for entry into MyEd.

STEP 2: System Communication

Ereg will send an email to the school Principal and clerical and will cc: Michelle Rielly (Counsellor/Coordinator). The email will indicate the following information and these changes will be reflected in MyEd:

1. CYIC (CCO, Temporary Orders, YAGS)
2. Social Worker Name and Contact
3. Care Giver Name and Contact

School Principals will then forward this information to their CYIC Team. (Elementary = PVP and CYCW and Middle/Secondary = Inclusion Teacher and CYCW)

STEP 3: CYIC Belonging Plan

The CYIC Team is responsible for ensuring that the CYIC Belonging Plan is initiated, implemented and reviewed **3** times a year. Please see the following documents for guidance:

1. CYIC Belonging Plan Document
2. Cross-Ministry Guidelines [Tips for School-Based Teams](#)
3. Cross-Ministry Guidelines [Tips for Teachers](#)
4. Cross-Ministry Guidelines [Tips for Student Engagement](#)

Once Implemented and after each review, the CYIC Belonging Plan should be sent to Michelle Rielly.

#SD33Learns

Transitions



Our graduation rates (Table 17) improved in 2022/2023, increasing by four percent and now aligning with the provincial average at 92%. This is a noteworthy achievement. The graduation rate of our Indigenous students is 75%, a 1% increase over provincial rates (74%). However, the gap between our Indigenous students and all students has widened again, from 9% to 18%. Although progress is still being made in this area, these results show positive long-term trends. In addition, our students with diverse abilities performed 1% below the provincial average, an improvement from the 7% difference in the previous year.

SECTION B - CONTINUOUS IMPROVEMENT

Adjustments and Adaptations

Our work is showing promising results. Our current Strategic Plan (2021-2025) is beginning to significantly impact student achievement, as evidenced by improvements in FSA 4 and graduation rates. This progress is a testament to the effectiveness of our various initiatives and strategies. We take pride in our work, which is characterized by a steadfast commitment to fidelity and clarity across the district. A key strategy is aligning our budget consultation process to the Strategic Plan goals, ensuring that initiatives support our district priorities. Additionally, a structural adjustment was made last spring to enhance our work. We revamped the assistant superintendents' portfolio responsibilities to create clear responsibility and accountability for Strategic Goal Areas, resulting in tangible improvements.

In addition to the sections below, four system-wide memos will guide our work for the 2024/2025 school year. These include:

- **[Memo 1: Instruction](#) (Literacy/Numeracy Strategic Plan Connection)**
 - Learning Frameworks Enhancement
 - Competency-Based Reporting and Assessment Integration
 - Elementary Literacy Collaboration Project (year 2)
- **[Memo 2: Inclusive Education](#) (Human and Social Strategic Plan Connection)**
 - Inclusive Competency-Based Individual Education Planning (CBIEP)
 - SOGI and Anti-Racism Initiatives
 - Social Emotional Learning/Mental Health Literacy
- **[Memo 3: Truth and Reconciliation](#) (Human and Social & Transitions Strategic Plan Connection)**
 - Targeted Growth for Indigenous Students
 - Monitoring Student Progress
 - Personal Learning Goals
- **[Memo 4: Growth Plans](#) (Human and Social & Transitions Strategic Plan Connection)**
 - Annual Growth Planning for Self
 - Annual Growth Planning for Teams/System

The following section will briefly overview how our District will attend to each priority area in our Strategic Plan for the 2024/25 school year.



Literacy

Our focus on literacy remains steadfast. After implementing the locally developed ACT (Assessment of Comprehension & Thinking) in 2020/21, we identified that many teachers were still at the beginning stages of teaching and assessing using curricular competencies during literacy instruction. As a result, we will continue to support this work through in-service and coaching our staff, particularly between grades 3 and 9, in the upcoming 2024/25 academic year.

Our early learning literacy initiative (Elementary Literacy Collaboration - ELC) provided our district excellent support for our young readers this past year. We will continue to staff and support this initiative as we are seeing strong results in teacher efficacy and student achievement.

Secondary literacy support continues with a focus on competency-based assessment in-service/coaching. We had planned for renewed efforts in these three areas to help our students become more literate and achieve higher results on all our measures (PM Benchmarks, ACT, FSA, and Literacy 10), but we did not have the resources to dig as deeply as we had hoped. This year, we have an extra Helping Teacher and [Dr. Leyton Schnellert's](#) time to help us get there.



Additional literacy supports for 2024/25 will include:

- A dedicated literacy helping teacher to support lesson design and reading instruction for classroom teachers at middle schools
- Continued Dr. Leyton Schnellert's support at middle schools to assist teachers in purposeful co-planning and assessment with the addition of secondary schools to this in-service model
- For emerging readers, dedicated literacy support teacher time at ADR, CMS, MSMS, & VMS Middle Schools.
- Continued support for the Elementary Literacy Collaboration Project at all elementary schools, ensuring the continuity and success of the program.
- Common resources for elementary and middle schools
- Creation and curation of a Data Wall highlighting the achievement and interventions for our priority learners



The Frameworks shown (above and below) connect to the BC Curriculum Framework – Know/Do/Understand and 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 provided initial teacher training in September 2023.



Numeracy

One of the key areas that our system needs more support in is the use of competency-based assessments in mathematics, similar to literacy. This is an area that requires attention and resources. We are working on balancing teaching skills, fluency, and comprehension in our schools, but we still have some way to go. Our Strategic Plan is focused on using 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 math knowledge to real-life situations (Know/Do/Understand). Our strategies for 2023-24 included supporting a collective vision for mathematics instruction. Some successful strategies included:

- Numeracy Framework Development
- FSA With Care—Curriculum Helping Teachers worked with selected elementary and middle school teachers to promote readiness and positive dispositions for participating in the provincial assessment cycle.
- 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 stories can create opportunities to explore patterns, 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. Together, they have created the [River SNAP!](#)

This work has shown promising early results, and we need to continue to support it next year. 2024/25 strategies will include in-service and workshops focussed on the Numeracy Framework. New strategies for 24/25 include increased support at middle schools, in-service for 10 elementary schools, the rollout of the new Grade 1 Forest SNAP, and the creation and curation of a Data Wall highlighting the achievement and interventions for our priority learners.





HUMAN AND SOCIAL DEVELOPMENT



Compassionate systems and trauma-informed approaches have continued to be part of our regular in-service for staff within schools that support this work (School-Based Teams). This year, our delivery model was changed to improve consistent information dissemination and general messaging. We brought every school's SBT together for six large group information sessions, then had the large group break into a job-like group for specific training. This model significantly improved the consistency of messaging and practice across the district.

Recognizing the potential of common language and strategies across the district to enhance student learning and social-emotional development, we have partnered with the BCCH Mental Health in Schools Coaching team. Their expertise will be instrumental in developing a more comprehensive MHIS strategy for SD 33. We are currently in the development phase of this plan for 2024 2025, with the intention to implement it in the 2025 2026 school year.

Students on CBIEPs are a group of priority learners in our district. This learner profile is a high percentage of our total population (19%). Currently, we have increased the number of non-enrolling secondary staff to improve collaboration between classroom teachers, case managers, students, and families in the development of competency-based individual education plans. This opportunity to collaborate on education plans should significantly increase student agency and sense of accomplishment and well-being.



Allies for IDEA Committee

Our Allies for IDEA Committee is leading equity work in our district this past year from the lens of SOGI and Belonging, and our upcoming year with the added priority of Anti Racism. These are priority areas for our district and are integral to supporting Human and Social Development in our system. This past year saw our 19 member team (that includes five students) revise and create new policy, hire a district co-ordinator, curate resources for classroom use, and help to change the conversation in our schools that is supportive, positive and promotes belonging and safety.





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 who 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.

Graduation Coaches Expanded



This year, we implemented a new teaching position at our secondary schools called "Graduation Coach." These teachers provided enhanced service to our students who have Indigenous ancestry to eliminate the graduation gap between Indigenous and non-Indigenous students. Our plan for 2024/25 is to continue with this initiative and hire an additional graduation coach at our secondary school, which has more than double the number of Indigenous students compared to other schools.



Bridge Program

A second initiative that we will support next year to help with attendance is the Bridge Program.

- The Bridge Team was formed to support students struggling with attendance and engagement. Initially focusing on secondary students, it now includes elementary and middle school students.
- The team works to build trust with families, identify barriers to attendance, and provide necessary support to reconnect students with school.
- Post-COVID, attendance and engagement concerns have increased across the district. Previously, they focused on North Side schools, but now, they affect all areas.
- [The First Nations Education Steering Committee](#) (FNEESC) Toolkit helps support Indigenous students' attendance and has refined the district's Tier 3 support system.

Alignment for Successful Implementation

The success of a plan depends on its implementation and revision process. For our school district's strategic plan, aligning our initiatives to drive growth and improve achievement district-wide is crucial. This requires a delicate balance between staying true to the strategies and approaches outlined in the plan and allowing for flexibility in implementation, which requires skilled and artful leadership.

The district operates under a **District Strategic Plan** that directs all initiatives and activities. This plan is supported by different Operational Plans, including those for I.T., H.R., and Finance, to ensure strategic coordination across operations. Moreover, tailored School Plans are in place to align with the district's broader strategic objectives.

The district also maintains **Local Education Agreements** (LEA) with each of the ten First Nations within its jurisdiction. These agreements are vital in ensuring that the district's educational services are equitable and culturally responsive. Furthermore, the district has developed Equity Action Plans, which stem from a thorough equity scan and aim to improve student outcomes, particularly focusing on Indigenous students (including Métis and Inuit), children and youth in care, and students with disabilities or diverse abilities.



A key strength of the district's approach is its comprehensive **Budget Development Process**. This process includes a well-structured budget development cycle incorporating a consultative approach with community and partner groups, ensuring that financial resources are allocated to support the district's strategic priorities.

To maintain alignment across these various plans and processes, the district ensures that all initiatives connect to the **Core Values** outlined in the District Strategic Plan—equity, inclusion, collaboration, kindness, and innovation. This alignment is critical in driving a district-wide effort towards continuously improving equity in student learning outcomes. The Strategic Plan has effectively unified the district's staff, serving as a “North Star” that guides decision-making and fosters a cohesive district culture.

Professional Development is also a priority within the district. Formal professional support plans are in place for teaching staff and educational administration. The district is working to extend this support by developing a formalized professional support plan process for non-educational support staff. This commitment to professional learning builds the collective efficacy of staff and leaders at the district and school levels.

The district is committed to annual reflection and revision of all **Operational and School Plans**, ensuring they remain relevant and responsive to emerging needs. Looking ahead, the district plans to implement and adjust strategies to address areas identified for growth, as detailed in the “Adjustments and Adaptations” section of the report.

Finally, the district maintains ongoing alignment with Local Education Agreements (LEAs) and Equity Action Plans by holding **annual meetings with each First Nation**. These meetings are essential for updating the LEAs and ensuring that the district continues to deliver equitable services in alignment with its strategic priorities. This ongoing dialogue and collaboration reinforce the district's commitment to serving all students equitably and effectively.

In conclusion, successful implementation of the Strategic Plan hinges on skillful leadership and the alignment of initiatives to drive growth and improve achievement district-wide.

Part Nine: Conclusion

Utilizing these strategies will help us to consistently work on, update, and edit our goals as needed. The systematic structures we have in place, such as our published memos, 90-day Cycle work, and formal program reviews, provide us with a clear understanding of the work that lies ahead and enable us to effectively measure the impact of specific strategies on student achievement. These structures ensure continuous improvement as we adapt and alter our strategy when necessary.



AT IT'S SEPTEMBER 17, 2024 REGULAR MEETING, THE CHILLIWACK BOARD OF EDUCATION APPROVED MOTION 109.24 AS FOLLOWS:

THAT the Board of Education approve the Framework for Enhancing Student Learning Report to be submitted to the Ministry of Education and Child Care by September 30, 2024.



Willow Reichelt
Board Chair

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. 4 Summary Report](#)

APPENDIX E: [MDI Gr. 7 Summary Report](#)

APPENDIX E: [YDI Summary Report](#)

GLOSSARY

FESL	• Framework for Enhancing Student Learning
CYIC	• Children and Youth in Care
FSA	• Foundation Skills Assessment
MDI	• Middle Development Instrument
YDI	• Youth Development Instrument
EDI	• Early Development Instrument
IDEA	• Inclusion, Diversity, Equity, Accessibility
MOU	• Memorandum of Understanding
UFV	• University of the Fraser Valley
ELC	• Elementary Literacy Collaboration
DPAC	• District Parent Advisory Council
PAC	• Parent Advisory Council
CTA	• Chilliwack Teachers Association
CUPE	• Canadian Union of Public Employees
CPVPA	• Chilliwack Principals and Vice Principals Association
PM Benchmark	• Reading Assessment
ACT	• Assessment of Comprehension and Thinking
SNAP	• Student Numeracy Assessment and Practice
SMART Learning	• Structured Routines: Connect, Process, Transform, and Reflect
SWW	• School Wide Write
DRT	• District Resouce Team
CBIEP	• Competency-Based Individual Education Plan
SOGI	• Sexual Orientation and Gender Identity
LEA	• Local Education Agreement