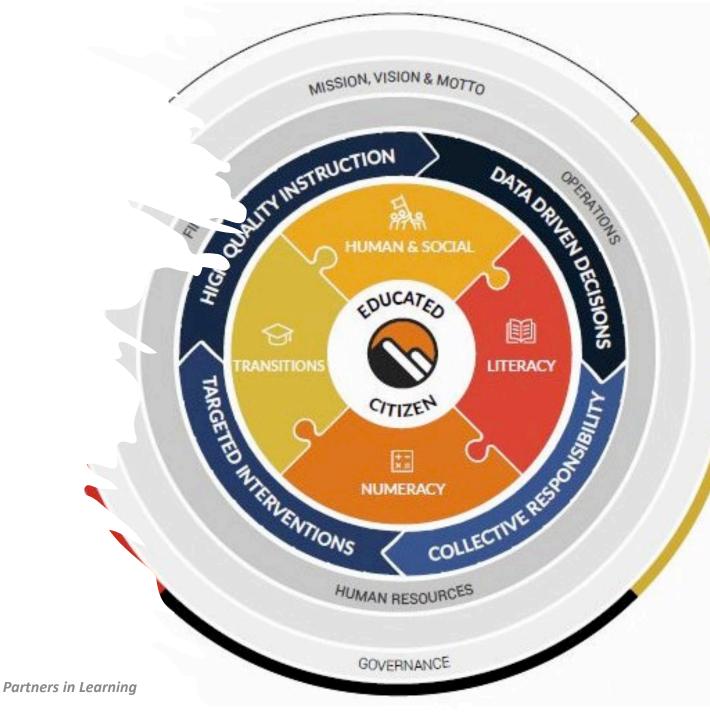# CBIEP TOOLKIT: CHECK POINT 3

90 Days to Better Ways!

Syós:ys lets'e th'ále, lets'emó:t

~One heart, one mind, working together for a common purpose~

Partners in Learning

Learning Intentions

Review the data connected to Literacy, Numeracy and Graduation with a focus on students with disabilities

To ensure familiarity with CBIEP

To review goals, objectives and strategies related to numeracy and literacy

To look for evidence of collaboration

Syós:ys lets'e th'ále, lets'emó:t

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Why an Admin Toolkit on CBIEPs?

Providing opportunity for leadership to connect with CBIEP development – confidence in their feedback

Connecting CBIEP development beyond human and social development goals – they support literacy and numeracy as well

Collaboration on CBIEP development: "starting together instead of retro-fitting" goals into the plan

90 Days of High-Quality Instruction

Checkpoint 1

District Memos & Data Review

Checkpoint 2

90 Planning & School Planning

Checkpoint 3

Class Review/Profile & Class Planning/CBIEPS

Checkpoint 4

Determining Impact & Problem Solving

90 Days of High-Quality Instruction

Guiding Questions

What is already in place for your road trip with regards to CBIEPS and numeracy and literacy?

What needs maintenance work at your school with regards to CBIEPS and numeracy and literacy?

Knowing you cannot do a full system overhaul, where can you start with regards to CBIEPS and numeracy and literacy?

Chilliwack School District

90 DAYS TO BETTER WAYS

Memos & District Learning Plan & School Data Review

Align with:
- District Strategic Plan
- District priority work

Review:
- eINSIGHT
- FSA & grad assessments
- Student Learning Survey
- MyEd/Power BI

Checkpoint 1

Checkpoint 2

90 Day Cycle Plan & School Learning Plan

Develop with:
- School data review
- The Continuous School Improvement Assessment

Align with:
- District Learning Initiatives (Leyton, ELC, FOS)
- Identified school priorities

Class Review/Profile & Class Planning

Considerations for responsive teaching:
- Student profile
  - DNA
  - CBIEP
  - Assessment
- Competency based instruction
- Compassionate practices

Develop a plan:
- High quality instruction
- Responsive teaching and assessment

Checkpoint 3

Checkpoint 4

Determining Impact & Collaborative Problem-Solving

- Assess FOR, OF, AS learning
- Empowerment and self efficacy of all staff

- Scheduled plan to monitor progress:
  - SBT or CORE
  - Student Support Time
  - Learning Support Team Meetings
  - Department Meetings
  - Staff Meetings

DATA: INTENTIONAL FOCUS

LITERACY
- PM Benchmarks
- Assessment of Comprehension & Thinking (ACT)
- Provincial Measures

NUMERACY
- Student Numeracy Assessment & Practice (SNAP)
- Provincial Measure

GRADUATION RATES

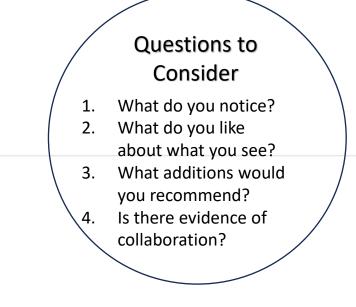| Table 1 - PM Benchmark Reading Assessment (Applying & Extending Percentage)		
2023/2024	Spring %	n(Spring)
Grade 1 All	59	1038
Grade 1 Indigenous	52	195
Grade 1 Diverse Ability	39	80
Grade 1 CYIC	33	MSK
Grade 2 All	73	1146
Grade 2 Indigenous	62	203
Grade 2 Diverse Ability	46	119
Grade 2 CYIC	38	MSK
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

CBIEP development, monitoring and assessment : The Role of Administrators

1. MYED access & review CBIEPS
2. Confident CBIEP Feedback and support for improvement
   - GOALS – LITERACY & NUMERACY
   - OBJECTIVES
   - STRATEGIES
   - EVIDENCE OF COLLABORATION

Curricular Goals

Big Ideas		
Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.		
Area of Learning		
English Language Arts	Supplemental Goal	Teacher Responsible:
Learning Standards (Curricular Competency)		
I can use personal experience and knowledge to connect to stories and other texts to make meaning		
Objective (Content)	*Strategy*	
by using background knowledge to make connections to text	- Classroom teacher will pre-teach vocabulary -Classroom teacher will provide small group literacy instruction to teach and practice reading strategies	

- Classroom teacher will chunk materials and assignments
-Classroom teacher will model reading strategies during whole-class read aloud

Big Ideas		
Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals.		
Area of Learning		
Mathematics	Supplemental	Teacher Responsible:
Learning Standards (Curricular Competency)		
I can develop and use multiple strategies to engage in problem solving		
Objective (Content)	*Strategy*	
by connecting mathematical concepts to my daily life	- Classroom teacher will model making connections to daily life - Classroom teacher will incorporate real-life and hands on learning opportunities in daily math blocks	

	-Classroom Teacher/SC will develop scheduled breaks and break cards with Micah to use when he needs to leave the classroom to self-regulate

Curricular Goals

Big Ideas
Language and text can be a source of creativity and joy

Area of Learning		
English Language Arts		Teacher Responsible: Muir

Learning Standards (Curricular Goals)
Recognizing an increasing range of text structures and how they contribute to meaning

Objective (content)	Strategy
by literary or thematic categories such as fantasy, humour, adventure, biography By using tools (or graphic organizers) to compare/contrast, identifying cause/effect and/or exploring problem/solution	• Resource Teacher will provide classroom teacher with Micah's high interest texts • Classroom Teacher will do direct teaching to guide inquiry of text during support time • Classroom teacher will incorporate read, pair, share to support Micah's understanding of texts

Big Ideas
Number represent, describes, and compares the quantities of ratios, rates and precents

Area of Learning		
Mathematics		Teacher Responsible: Maxwell

Learning Standards (Curricular Competency)
I can develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving

Objective (content)	Strategy
by percent and numerical proportional reasoning	• Classroom teacher will provide Micah with real life examples of percentages to support problem solving skills during percentages lesson • Classroom teacher will provide whole class with mathematical games that support percentage and numeral proportional reasoning during Math lesson • Classroom teacher will do a daily problem-solving questions with all students

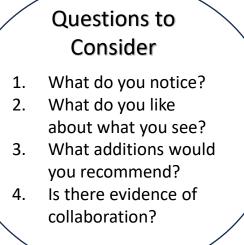| Additional Comments |
|---|
| Psychoeducational Assessment – SD 33 – May 2018 – Mild Intellectual Disability (K)
Medical Diagnosis – Dr. McKay – June 2022 - ADHD |

Questions to Consider

1. What do you notice?
2. What do you like about what you see?
3. What additions would you recommend?
4. Is there evidence of collaboration?

Curricular Goals

Big Ideas
English Language Arts - Language and text can be a source of creativity and joy.

Area of Learning

English Language Arts	Replacement Goal	Teacher Responsible:

Learning Standards (Curricular Competencies)
I can use developmentally appropriate reading, listening, and viewing strategies to make meaning

I can communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation

Objective (content)	Strategy
by using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring; self-correcting errors consistently using three cueing systems: meaning, structure, and visual	• Classroom teacher will provide time for daily reading/listening activities • Classroom teacher will provide small group literacy instruction, teaching and practicing visual and meaning word-solving strategies • Teacher will model comprehension strategies
by using common practices in punctuation and in capitalization	• Teacher will provide a visual with proper sentence structure • Teacher will provide one-on-one writing instruction 2 times per week during Writer's Workshop

Big Ideas
Numbers to 100 represent quantities that can be decomposed into 10s and 1s.

Area of Learning

Mathematics	Replacement Goal	Teacher Responsible:

Learning Standards (Curricular Competency)
I can develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving

Objective (Content)	Strategy
by comparing and ordering numbers to 100 by understanding of 10s and 1s	• Classroom teacher will provide small group math instruction

	• Classroom teacher will provide Jane a personal set of manipulatives (base 10 blocks, ten frames, etc.,) and tools (number line, 100s chart etc.,) • Teacher will create an IXL math account on the iPad to reinforce Jane's is learning

Additional Comments
Identified as Moderately Intellectually disabled March 7, 2019 (see file for Psych-Ed report)
OT consultation April 2018
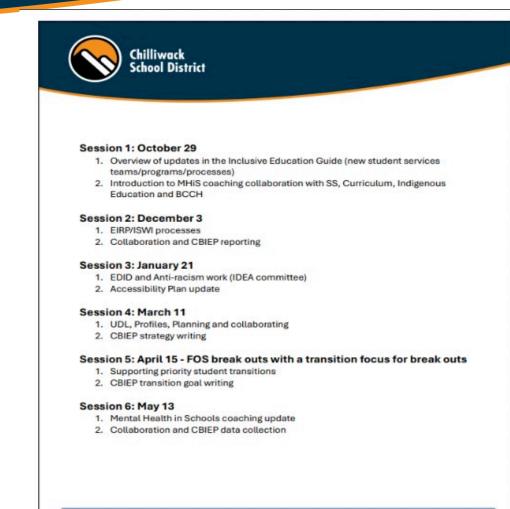SLP services - progress report June 28, 2018

Questions to Consider

1. What do you notice?
2. What do you like about what you see?
3. What additions would you recommend?
4. Is there evidence of collaboration?

Next Steps for Admin and SBTs

Supporting Collaboration
- Literacy and Numeracy Goals
- CBIEP data wall spreadsheet (collaboration)
- Staff meetings: Learning together
- SBT and case manager conversation starters

FOS Training Focus for Teams
- Collaboration
- Strategy writing
- Transition goals
- Data Collection

Session 1: October 29
1. Overview of updates in the Inclusive Education Guide (new student services teams/programs/processes)
2. Introduction to MHiS coaching collaboration with SS, Curriculum, Indigenous Education and BCCH

Session 2: December 3
1. EIRP/ISWI processes
2. Collaboration and CBIEP reporting

Session 3: January 21
1. EDID and Anti-racism work (IDEA committee)
2. Accessibility Plan update

Session 4: March 11
1. UDL, Profiles, Planning and collaborating
2. CBIEP strategy writing

Session 5: April 15 - FOS break outs with a transition focus for break outs
1. Supporting priority student transitions
2. CBIEP transition goal writing

Session 6: May 13
1. Mental Health in Schools coaching update
2. Collaboration and CBIEP data collection

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Chilliwack School District

Questions........