



Chilliwack
School District

FRAMEWORK FOR ENHANCING STUDENT LEARNING



SEPTEMBER 2021



**ON IT'S SEPTEMBER 14, 2021 REGULAR MEETING, THE
CHILLIWACK BOARD OF EDUCATION APPROVED MOTION 237.21
AS FOLLOWS:**

“THAT the Board of Education approve the Framework for Enhancing Student Learning Report to be submitted to the Ministry by September 30, 2021.”

A handwritten signature in black ink that reads "W Reichelt".

Willow Reichelt, Board Chair



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FRAMEWORK FOR ENHANCING STUDENT LEARNING

PART ONE: PUBLIC ASSURANCE



The Chilliwack School District’s Strategic Plan (2021 – 2025) was refreshed in the spring of 2021 and will launch the 2021/22 school year off with a renewed focus on ensuring that our students engage in 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 as measured by not only provincial and district measures, but by community confidence as well.

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

PART TWO: EVIDENCE OF A CONTINUOUS IMPROVEMENT CYCLE

A plan is only as strong as the process involved in implementation and revision. A challenge to improving district-wide achievement results includes the fidelity in which the school district adopts the strategies and approaches contained within a strategic plan. Finding the correct balance between a ‘tight and loose’ strategy implementation is the leadership artistry required to realize successful growth. Without fidelity, it is impossible to reflect on achievement/results to determine success or failure and move forward with new plans. Creating fidelity in the school district is a focused area of growth as the new Strategic Plan begins in September 2021.



Our strategic plan will provide laser focus for our school district as we strive to improve learning for all students.

- Rohan Arul-pragasam, Superintendent of Schools



To ensure that our district is aligned in our approach to implement our Strategic Plan, we have implemented these key strategies:

1. All schools and departments are required to create strategic plans that align with the district plan. See Appendix A for school site templates.
2. We have created a self-reporting tool called 'Continuous School Improvement Alignment Assessment' that schools use to evaluate their alignment to the District's Strategic Plan. See Appendix B for a copy of the assessment tool.
3. Regular public reporting on Strategic Plan progress at Board of Education meetings.
4. A social media campaign that highlights examples of Strategic Plan actions that take place in our schools. Hashtags #literacySD33, #numeracySD33, #transitionsSD33 and #HumanSocialSD33 will 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 budget directly to strategic plan deliverables (see Appendix C). Prior to 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 formal review dates ensuring that the Executive team may assess that each plan is achieving the desired outcomes. This process allows our District to adapt strategies and re-align resources as necessary. Similarly, all the initiatives in our renewed Strategic Plan will go through a similar rigorous process to ensure alignment and accountability prior to implementation.

Our district embarked on an extensive consultation process in Spring 2021 with staff, students, and parents as well as our Indigenous Advisory Committee to help shape our renewed Strategic Plan. Now that the plan is created, we will involve school and local community in the feedback cycle through public reports to the Board of Education and through formal reports – such as this one. Informal lines of communication will continue to supplement and inform the work of the district as we have numerous communication avenues that we attend to such as our Local Enhancement Agreements with First Nations, School PACs, DPAC, Committee Meetings, Local Unions (CTA and CUPE 411), Community Tables and many more.



PART THREE: RESULTS REPORTING

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

#literacySD33

Our district looks at a variety of 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 years (K-3), and recently (2019), our district has expanded the use of this assessment up to the end of grade 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 level passages of text. Students are also questioned on comprehension details from the text to check for understanding.

Our data from 2020/21 is typical for our district, where students in grade 1 are beginning readers and exhibit lower proficiency until the middle of grade 2, where they start to take off – before leveling out in middle school.

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

2020/21	Fall %	Spring %	n (Spring)
Grade			
1	56	54	891
2	51	71	933
3	73	82	930
4	71	79	958
5	73	76	965
6	66	77	659
7	82	89	892
8	86	90	902



The ACT (Assessment of Comprehension & Thinking) is a locally developed reading assessment that focuses on comprehension and thinking strategies. District results from our first 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 assessment that is for, of, and as learning. The data shows that more than half of our students throughout our district are not achieving at a proficient level – yet.

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

2020/21	Spring %	n (writers)
Grade		
3	46	899
4	43	943
5	53	958
6	50	960
7	47	987
8	53	967

School Wide Writes (TABLE 3) are writing sample assessments that each school completes at least once a year. Student achievement is just over the 50% proficiency mark across the grades.

Table 3 – School Wide Write 2020/21 (Applying & Extending Percentage)

Grade	Spring %	n (writers)
3	56	936
4	56	975
5	62	974
6	58	1001
7	56	889
8	52	839

The literacy results in our district (as shown in TABLE 4) are similar to provincial achievement. Notable differences include improved SD33 Indigenous student achievement when compared to the province, and overall poorer performance from SD33 students in all demographics in Grade 10 Literacy.

Table 4 – Provincial Literacy Assessments (Percentage On-Track/Extending)

SD33/Province				
2019/20 Assessments	All	Indigenous	Children in Care	Diverse Ability
Grade 4 Reading	76/74	66/61		53/64
Grade 4 Writing	83/85	74/71		72/73
Grade 7 Reading	76/77	62/60		59/58
Grade 7 Writing	90/88	84/79		80/75
Grade 10 Literacy	65/74	48/56		48/55



Numeracy

#numeracySD33

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

TABLE 5 highlights our district achievement based on our locally developed Student Numeracy Assessment & Practice (SNAP). This assessment is required for all students from grades 2-7 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 spiralled approach. Formal reporting is limited to twice a year – once in the fall and again in the spring. The results in TABLE 5 show student achievement from spring 2021.

TABLE 5
SNAP Numeracy Assessment (Proficiency Percentage)

2020/21	<i>Number Sense %</i>	<i>Operations %</i>	<i>n writers Op/NS</i>
Grade			
2	65	64	910/833
3	62	62	932/894
4	59	60	949/903
5	62	59	900/863
6	52	57	997/949
7	49	57	927/892

TABLE 6 highlights student achievement in SD33 from the 2019/20 school year and compares local data to provincial averages. The school district performs lower in numeracy at each grade level and demographic than provincial averages.

TABLE 6
Provincial Numeracy Assessments (Percentage On-Track/Extending)
SD33/Province

<i>2019/20 Assessments</i>	<i>All</i>	<i>Indigenous</i>	<i>Children in Care</i>	<i>Diverse Ability</i>
Grade 4 Numeracy	68/69	59/51	MSK	49/55
Grade 7 Numeracy	57/64	41/39	MSK	43/45
Grade 10 Numeracy	45/40	MSK/18	MSK	MSK/28



Social and Human Development

HumanSocialSD33

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

Traditionally, our district has had only moderate participation in the Student Learning Survey, as shown in TABLE 7. We anticipate 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 7
Student Learning Survey Participation

Year	Grade 3/4	Grade 7	Grade 10	Grade 12
2017/18	660	788	279	311
2018/19	948	876	571	417
2019/20	491	737	465	363

TABLE 8 highlights examples of student responses from the Student Learning Survey. “MSK” was used to report data where there were not enough responses to mask information.

TABLE 8
Student Learning Survey (all grades) percentage who...

Student response:	All	Indigenous	Children in Care	Diverse Ability
Feel welcome -	62	56	MSK	56
Feel safe -	68	MSK	MSK	MSK
Feel belonging -	45	39	MSK	39
Have adults who care -	60	56	MSK	64

Our District uses the Development Index assessments created by the Human Early Learning Partnership (HELP) at the University of British Columbia (UBC) to assess how our students are doing developmentally at Kindergarten (EDI), Grades 4/5 & 7/8 (MDI) and in Grade 11 (YDI). The YDI is HELP’s newest measure, and our District will implement it in the 2021/22 school year. TABLE 9 provides an overview of these three assessments. The EDI is an assessment completed by the students’ kindergarten teacher, whereas the MDI and YDI are completed by students themselves.



TABLE 9
Early, Middle, and Youth Development Index (EDI, MDI, YDI)

<i>Assessment:</i>	<i>Grade</i>	<i>Cohort Size</i>	<i>Participation %</i>	<i>Completed By</i>
EDI (2017/18)	K	878		Teacher
MDI (2020/21)	5	841	82	Student
MDI (2020/21)	8	841	77	Student
YDI (Youth)	11	NA	NA	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 in general 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 MDI measures at both grades five and eight. The EDI identified 301 out of 878 Kindergarten children (34%) as vulnerable based on this assessment.

Transitions



Our district utilizes multiple measures to inform student success in transitions. We use graduation data (as shown in TABLE 10) and break down the information into different sub-groups to provide more clarity. Our students (cohort size 1062) were below the province in graduation, and our Indigenous students performed better than the provincial average – particularly Indigenous students who live on-reserve. Students who were in care performed higher than the provincial average and students with diverse abilities performed on par.

TABLE 10
Graduation Data – 5-year Completion Rates

2019/20	<i>Province %</i>	<i>SD33 %</i>	<i>n (cohort)</i>
Students			
All	85.1	82.1	1062
Indigenous	62.0	64.7	162
Indigenous (on reserve)	66.2	66.8	136
Indigenous (off reserve)	47.1	53.9	26
Children in Care	35.8	42.1	47
Disabilities & Diverse Abilities	64.2	63.0	208





PART FOUR: RESULTS REVIEW

Literacy: Based on our results (local and provincial measures), we are seeing good achievement across our system in reading. Our blind spot in the past has been reading proficiency at the upper intermediate and middle school grades (5-8). Due to improved assessment use, we now know that at least 10% 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 to only decode text to interacting 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 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. 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. This lack of comprehension (again connected to curricular competencies) is what we believe is holding our students back from performing at or above the provincial average in numeracy achievement.

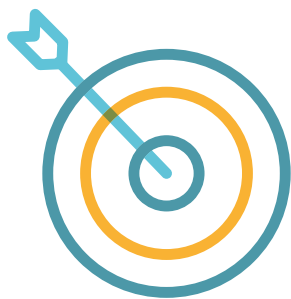
Our sub-groups of Indigenous Students, Children in Care, and Students with Diverse Needs and Abilities all perform lower than our district average in numeracy. This achievement gap is a concern, and similar to literacy, an area where we need to focus our research and resources.

Human and Social Development: The Student Learning Survey (SLS) has been a traditionally under-utilized measure in the Chilliwack School District. Our renewed Strategic Plan has identified the SLS as an area of focus moving forward, but in the interim, we do rely heavily on both the EDI and MDI assessments. These assessments identify ‘hot spots’ in the community where our students are at risk and help our district allocate resources (both human and physical) to the schools that serve these areas. For instance, our inner-city schools have enhanced staffing allocations to support student well-being and success.



Transitions: Our five-year graduation rates are lower than the province by 3% and is an area of growth for the district. Even though our Indigenous students are graduating at a higher rate than the provincial average, there is still an 18% gap between our Indigenous students and all students. Similarly concerning achievement gaps are evident in our students with diverse abilities and with children in care. We note that our on-reserve Indigenous graduation rate is higher than our off-reserve rate, and we don't have information to explain this difference. This is an area for further research.

PART FIVE: ADAPTED PLAN



The refresh of the District's Strategic Plan is, in effect a formal adapted plan. The previous Strategic Plan (2016-2021) was successful – in that the District identified and successfully completed a vast number of strategic actions. We are proud of the work that was completed, and our new plan is the logical extension of the work, with a focus on fidelity and clarity throughout the entire district. This section of the report will provide a brief overview of how our district will attend to each priority area in the new Strategic Plan.

Literacy: With the roll-out of the locally developed ACT (Assessment of Comprehension & Thinking) this past year, we realized that many teachers are still at the beginning stages of teaching and assessing using curricular competencies during literacy instruction. Our focus for the upcoming year is to continue to support this work through in-service and coaching our staff, particularly between grades 3-8. In addition to this strategy, early learning literacy has a boost in staffing, where two Early Literacy Collaboration Teachers will be supporting teachers in skills and strategies in Grade 2 and 3 classrooms. Secondary literacy support will focus on competency-based assessment in-service/coaching. We believe that renewed efforts in these three areas will help our students become more literate and achieve higher results on all of our measures (PM Benchmarks, ACT, FSA, and Literacy 10).





Numeracy: Similar to literacy, our system still needs more support in utilizing competency-based assessments in mathematics. We strive for a balance in teaching skills, fluency and comprehension in our schools. 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 mathematics learnings to authentic, real life situations. A new strategy for 2021 includes providing in-service for both learning assistance teachers and educational assistants in assessment (SNAP) and high yield teaching strategies. The district has focused most of our extra intervention resources on literacy acquisition in the past, and we hope that this strategy will create the potential for more numeracy-based support for students.

Human and Social Development: The Chilliwack School District reconfigured in 2017/18 from a junior high middle school model to a 6-8 'exemplary' middle school approach – in large part as an intervention to improve the middle years experiences for our students. Both academic and social/emotional measures showed that Chilliwack lagged the rest of the province and the district saw this as an opportunity to re-culture the system. Our strategy to team teachers in teaching partnerships with a maximum of 60 students has brought us positive anecdotal feedback. The most recent MDI data has also supported this change. In 2018/19 our grade 7 students reported positive adult relationships 3% lower than the provincial average. In the most recent MDI, our grade 8 students reported relationships on par with the provincial average. Our strategy is working, and we plan to continue the work of improving relational capital in our schools, kindergarten to grade 12 through the implementation of our new Strategic Plan.

Transitions: A highlighted new strategy for the district in the new 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.





PART SIX: IMPLEMENTATION

As described in Part Two of this report, our district has implemented four key strategies to ensure that we are successful in realizing the goals set forward for our Strategic Plan.

- 1.**All schools and departments are required to create strategic plans that align with the district plan. See Appendix A for example templates for school sites.
- 2.**We have created a self-reporting tool called 'Continuous School Improvement Alignment Assessment' that schools use to evaluate their alignment to the District's Strategic Plan. See Appendix B for a copy of the assessment tool.
- 3.**Regular public reporting on Strategic Plan progress at Board of Education meetings.
- 4.**A social media campaign that highlights examples of Strategic Plan actions that take place in our schools. Hashtags #literacySP33, #numeracySP33, #transitionsSP33 and #human/socialSP33 will identify these tweets as authentic applications of our plan in schools.



We believe that these strategies will help us ensure that our goals are being continuously worked upon, updated, and edited as necessary. We have big work ahead of us, and we are up to the challenge.

**Syós:ys lets'e
th'ále, lets'emó:t**

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