
CHILLIWACK SCHOOL DISTRICT NO.33



Strategic Plan Year in Review: School Stories 2022/2023

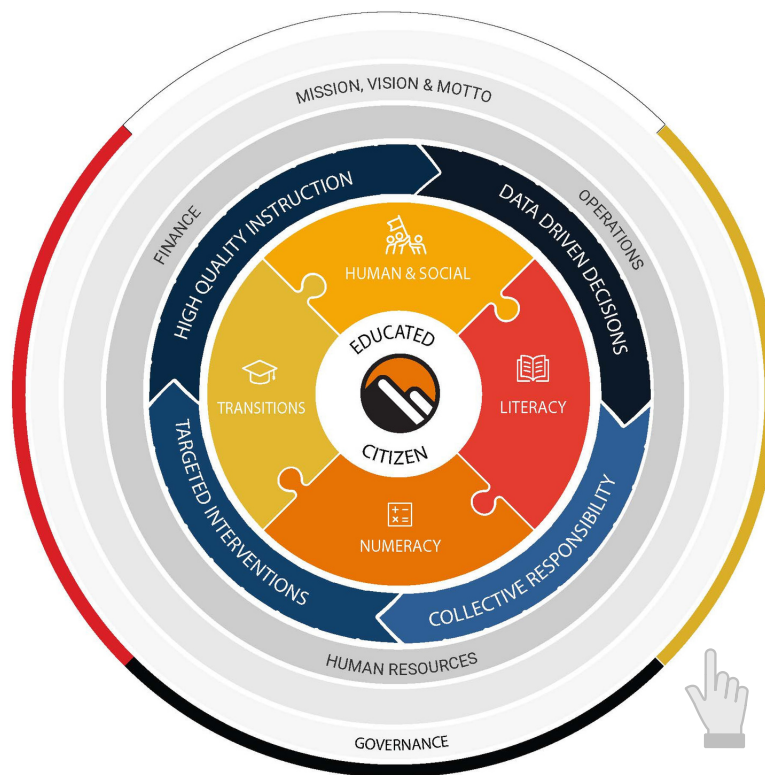




STRATEGIC PLAN

Our 2021 - 2025 Strategic Plan focuses 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 available on our district website and can be found here: <https://stratplan.sd33.bc.ca>



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.



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OUR DISTRICT

Chilliwack School District No.33 is located in the heart of the Stó:lo territory, People of the River. Surrounded by the Ts'elxwéyew, Sema:th and Pilalt communities, the Stó:lo refer to this as S'ólh Téméxw (our world). We honour and acknowledge our history, live in the present, and look to the future to guide all teaching and learning.



1098 Early Learning Students (Pre-K)

14,659 K - 12 Students



**45 % Support Staff
51 % Teaching Staff
4 % Other**



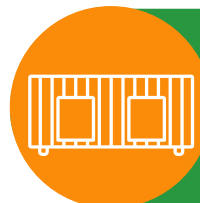
10 First Nation Communities with Learning Enhancement Agreements in place.



**8 StrongStart Centers
19 Elementary Schools
4 Middle Schools
2 Elem/Middle Schools
5 Secondary Schools**



**Three capital projects completed:
Stitós: 930 seats
GWC: 450 seats
Vedder E.: 240 seats**



**101 Portable Classrooms
3 Modular Classrooms**



**55 School Busses
43 with cameras
46 Bus Routes (AM & PM)
3100+ Field Trips
Total Budget: \$3,801,522**



**40 Servers
6000 Computers
1500 iPads
Supported by 14 Staff**



**District Size:
1, 825 km²**

8th Largest District out of 60 (by population) in BC



**Annual Budget 22/23
\$199,749,489**

INTRODUCTION



The Chilliwack School District is committed to providing an exceptional education for its students, and the 2022/23 school year has been exciting and filled with numerous successes and achievements. The district's Strategic Plan, which focuses on four key goal areas, has driven these accomplishments. These four areas are **Literacy, Numeracy, Transitions, and Human & Social**, and they provide a roadmap for the District's efforts to enhance student learning and success. This report will highlight some of the stories and successes connected to the strategic plan work of the Chilliwack School District in the 2022/23 school year. In particular, we will focus on the accomplishments in the four goal areas of the strategic plan, which have been the District's main priorities this year.

One of the year's highlights has been the opening of the [Stit'ó:s Lá:lém Tot'í:lt K-8 School](#), which the community has eagerly anticipated. The expansion of GW Graham Secondary has also been a significant accomplishment, allowing the District to serve its students better. In addition, the District has undertaken numerous 90-Day Cycle projects, providing a valuable opportunity for staff to collaborate and innovate.

Teacher Leadership has been another district focus this year, and it has recognized educators' critical role in shaping their students' learning experiences. The district has taken several key steps to support this learning. For example, creating a Literacy and Numeracy Framework has provided a solid foundation for teaching and learning in these critical areas. Additionally, the Elementary Literacy Collaboration Pilot has been a key initiative to ensure all students can read at grade level by the end of grade three. These efforts reflect the District's commitment to providing its teachers with the resources and support they need to help their students succeed.

This report features a "How Are We Doing?" section focusing on student achievement. We will examine how the District has performed in key areas such as literacy and numeracy and the District's steps taken to support student success. Additionally, we will look forward to the 2023/24 school year in a section called "Where We Are Going," outlining some of the District's priorities for the coming year.



This document is interactive. Look for the hand, click and learn more!

We are pleased to include messages from our Board of Education and Superintendent of Schools in this report. Their leadership and guidance have been instrumental in helping the district achieve its goals and objectives. This report will provide a comprehensive overview of the successes and accomplishments of the Chilliwack School District in the 2022/23 school year and serve as an inspiration for continued growth and progress in the years to come.



A MESSAGE FROM THE

BOARD OF EDUCATION

When the Board of Education develops a Strategic Plan, we hope it will be a document that genuinely guides the district's work. For that to happen, we need all members of our learning community to buy into the plan. We have been so pleased to see the enthusiasm with which our staff have embraced the goals and worked toward making a real, measurable difference in the lives of our students.

When trustees visit schools, educators are excited to share their literacy and numeracy goals and the strategies they employ for easing student transitions. We recognize the district-wide commitment to supporting the social-emotional wellness of our learners. We see staff who are passionate about mental health, inclusion, anti-racism, and Reconciliation. Together we are creating an education system where everyone belongs, and everyone can be successful.

Syós:ys lets'e tha'ále, lets'emó:t.

Willow Reichelt
Board Chair, SD33 Chilliwack



Trustees: Teri Westerby, Margaret Reid, Richard Procee, Willow Reichelt, Carin Bondar, David Swankey, Heather Maahs



A MESSAGE FROM THE

SUPERINTENDENT



Rohan Arul-pragasam

I am delighted to provide a message for our first annual Strategic Plan Year In Review: School Stories document. Our school district has much to be proud of and this document will also be available to our community. Trust, vulnerability, and relationships are the cornerstones of our collective and individual actions as we strive to create an inclusive space where students and adults can thrive, both within and beyond the classroom.

The 2021-2025 Strategic Plan, approved by The Board of Education in June 2021, has been the guiding force driving all of our actions. The Strategic Plan is aligned with our core values of Kindness, Collaboration, Equity, Inclusion, and Innovation and is our roadmap for supporting student and adult success in the school district.

Our vision of learning is supported by foundational pillars of the Strategic Plan: High-Quality Instruction, Data-Driven Decisions, Targeted Interventions, and Collective Responsibility, which align all of our structures. These pillars have been instrumental in supporting our four goal areas.

This report encompasses a collection of stories that exemplifies the efforts to advance the four goal areas of Literacy, Numeracy, Human and Social Development, and Transitions throughout the 2022-23 school year. As a School District, our commitment to the important work of truth and reconciliation remains steadfast. We are dedicated to establishing a world-class educational system that embraces the beauty of diversity in Chilliwack, which forms the mosaic of our vibrant district culture and creates inclusive spaces where everyone can thrive.

Our district vision statement - *Syós:ys lets'e th'ále, lets'emó:t* (One heart, one mind, working together for a common purpose) was developed in consultation with all partners. As a team, we strive to embody our district's values by aligning our beliefs with our intentions, words, thoughts, and actions. I am proud of the work done by our dedicated staff, and their continued commitment to equitable student achievement and enhancing mental health wellness, despite the challenges faced as a result of COVID-19 in our local and global community.



FOCUS AREA - LITERACY



We are dedicated to ensuring that students are proficient in foundational literacy skills and increase their abilities, confidence, and willingness to engage with language, to acquire, construct and communicate in meaningful ways from Early Learning Years (pre-K) through to Grade 12.

A priority goal area in our district, as defined by our Strategic Plan, is Literacy. This work shows up throughout our school district, at all grades, and we are proud of the gains we (staff and students) are making. We recognize that the COVID pandemic hurt the school experience for most children – and one of the ways that it showed up was in reading acquisition. The lack of formal, face-to-face school instruction for our early learners has left us a gap in reading performance that we are striving to close. Typically, students learn how to read in the primary grades (k-2), and by the end of grade three, many are already well on their way to becoming proficient readers. Students who are slower to grow in this area receive interventions and support, with these supports becoming more frequent as the students reach the end of grade 3. As students transition to intermediate grades and into middle school, the focus of reading instruction shifts from a 'learning to read' focus to a 'reading to learn' lens.

Our work this year at the district level and in our schools supports this traditional view, with some exciting learnings and caveats.





Figure 1 Reading Framework

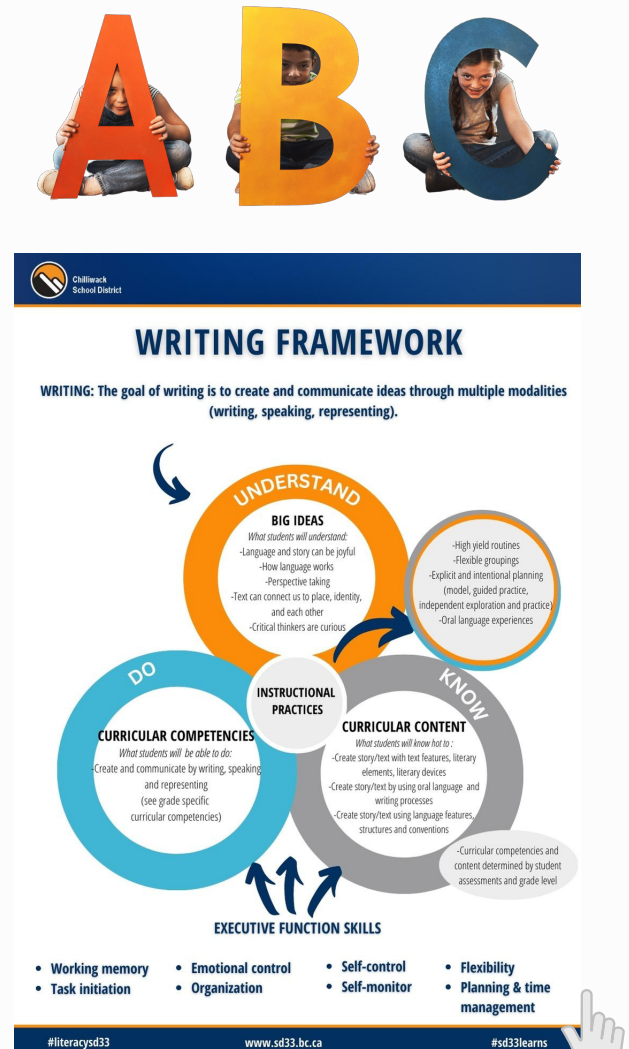


Figure 2 Writing Framework

LITERACY FRAMEWORK DEVELOPMENT (READING & WRITING):

The Literacy Frameworks connect to the BC Curriculum Framework – Know/Do/Understand. Figure 1 shows this connection through the tri-colored areas. 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 train teachers in September. At the time of publication, the district has created a framework for both reading and writing (Figure 1 & 2).



ELEMENTARY LITERACY COLLABORATION PROJECT (ELC):

The ELC is an SD33 district approach to ensuring that students receive the highest quality instruction and intervention services in their developmental years of reading acquisition. With the ELC approach, the Curriculum Department provided elementary schools with expert teaching staff for between 3 and 6 months of enhanced service for students. These extra teachers worked with students and staff, ensuring teaching via research-based practices in classrooms and during intervention lessons. This was a pilot year, with two teachers working with six schools. The district has expanded the project for next year, hiring ten teachers to provide this service throughout all schools for 2023/24.

"This program positively impacted my students by allowing them to receive explicit literacy instruction in a small group without distractions. Most of the support my students received was outside of the classroom, which for these kids, was the best thing for them as they have trouble focusing. All of the students that received this support made improvements with their reading and writing skills."

~ Teacher



Elementary Literacy Collaboration



School Supports

- District Team and School Team complete school profile
- ELC teacher collaborates with school teams on Tier 1 instruction and provides intervention to students identified by School Team
- Literacy Coordinators provide in-service to classroom teachers and learning assistant teachers
- Review student data every 6 weeks and at end of 90 day cycle
- ELC teachers meet weekly for collaborative problem-solving and in-service
- Every school receives support for 1 term, 2 terms, or half year

School Team

- Classroom Teachers, Learning Assistance Teachers, Principal/Vice-Principal
- ELC Teacher

District Team

- Literacy Coordinators, District Principals, Assistant Superintendents
- ELC Teacher

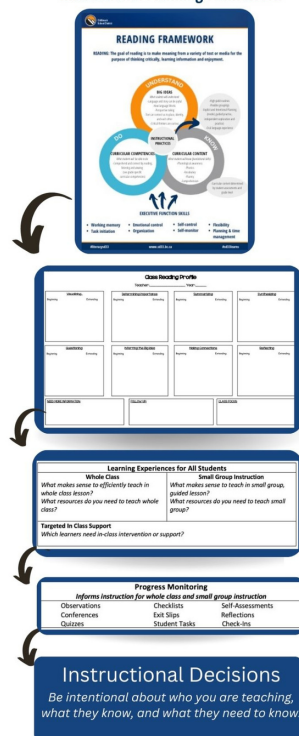
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Instructional Planning Framework



"Reading levels and confidence increased across the board. In addition, the support for my practice in the classroom was invaluable, very appreciated, and had a direct positive and immediate impact on my students and their learning."

~ Teacher



ELC SCHOOL CONNECTION: MCCAMMON ELEMENTARY

In the fall and winter of 2022/23, the ELC teacher worked with a group of 31 students in Grades 2 and Grade 3 at McCammon Elementary. The results of their reading intervention program were encouraging. On average, students showed impressive growth in their knowledge of their phonemic and phonological awareness skills and had an increase on average of at least five PM Benchmark reading levels. One success story of the program was a student (#19) who exhibited growth of 10 PM levels, showcasing the transformative power of targeted support and individualized instruction. However, acknowledging that a few students did not experience significant growth is essential. In addition, it is crucial to consider their various challenges, such as poor attendance, social-emotional learning issues, or being English Language Learners. Despite these obstacles, we are pleased with the success of this intervention program which influenced student resilience, the effectiveness of the intervention strategies employed, and the commitment of all staff involved at McCammon.

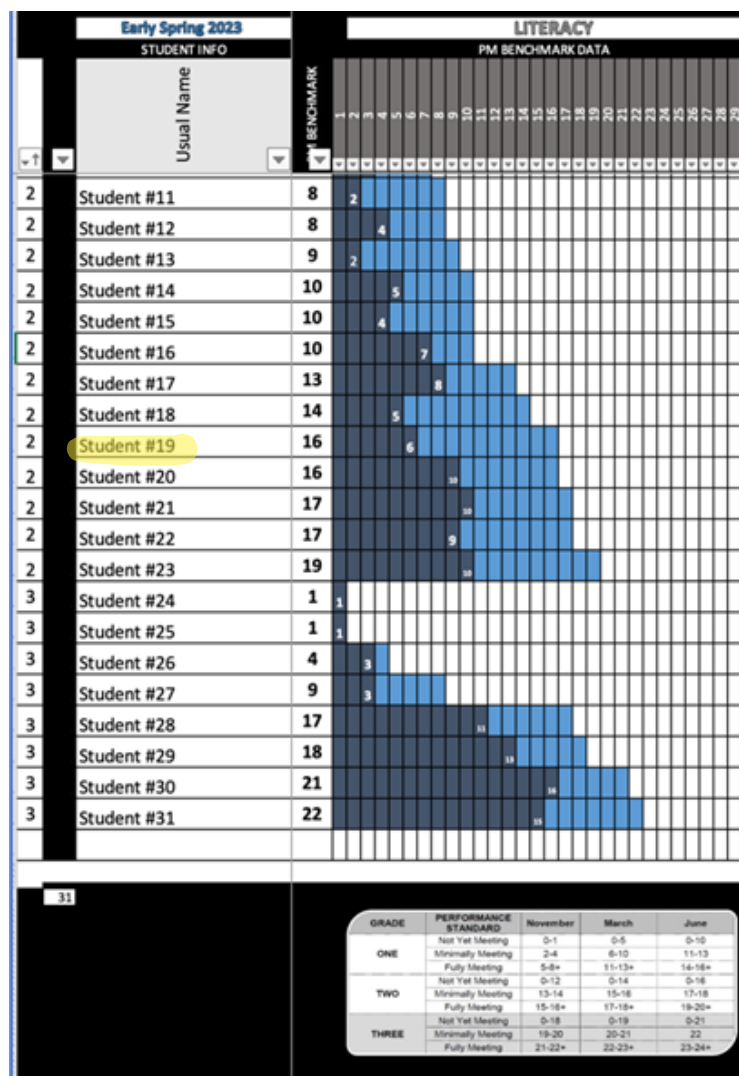


Figure 3 - Student Achievement Growth - PM Benchmark



“I’m learning how to like reading!”



READING INTERVENTION AT ELEMENTARY SCHOOLS

In addition to the ELC project that started this year, elementary schools focus on reading intervention as part of their regular programming. Several schools identified reading intervention as a primary focus of a 90-Day-Cycle this year (Robertson, Yarrow, Rosedale, Leary, Sardis, Bernard, Cultus).

ROBERTSON ELEMENTARY

Students at Robertson Elementary receive timely intervention resulting in growth and helping to identify needs for further intervention and testing.

Using teacher data, PM Benchmarks, and involving the CORE team – decisions were made regarding which students would receive a “double dose” and “triple dose” of literacy intervention as they were “at promise” in their classrooms. Our two Learning Assistance teachers then divided the students into K - 2 and 3 - 5 groupings to provide intense intervention twice daily in addition to classroom literacy blocks. Depending on the need, both push-in, and pull-out models were utilized. In February, the Early Literacy Intervention teacher joined us at Robertson to support more students.

What did we notice?

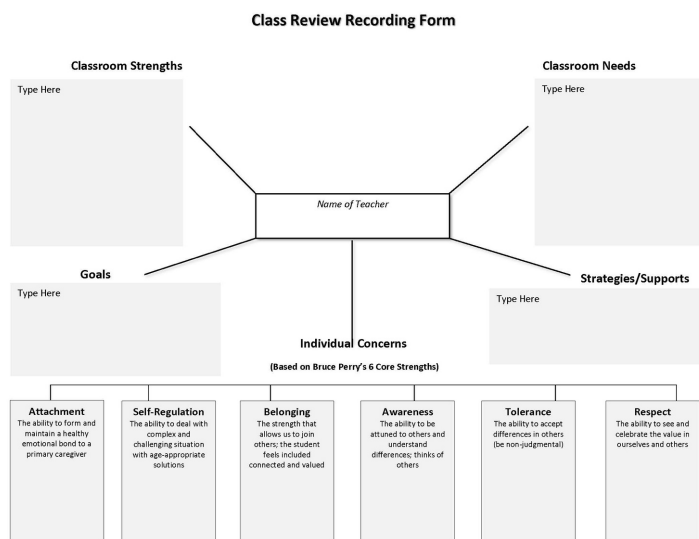
- Students are showing growth in their ability to read.
- Parents are involved in literacy support.
- Students see themselves as readers.
- Some students have shown a great interest in books and reading.
- Students who have not shown substantial growth have received further testing - learning disabilities have been recognized in some students.



**"I can read!"
~ Robertson Student**



Meanwhile, at Bernard Elementary, 18 students met in small groups of five or six, three to four times each week for 7 weeks. Most students gained three PM levels and one student gained five! It was a collaborative approach where teachers shared data, strategies, and concerns collectively. The Intervention teacher met with teachers continually to check in and collaborate on next steps. The groups were fluid and changed as students progressed. During these intervention blocks students worked on phonics, phonemic awareness, vocabulary, comprehension, and fluency through guided reading, word work, and some writing. The resources that guided the instruction as a school are based on word work and guided reading (Jan Richardson books) as well as phonics instruction (Orton Gillingham) and other interventions compiled from a variety of resources.



"Meeting kids in small groups 4x a week was very successful and allowed students to feel more confident."
~Teacher

Another example of strong literacy practice can be found at Tyson Elementary. There, staff has leaned into using class profile sheets. Using common assessments, such as ACT and PM Benchmarks, teachers identify students' missing skills and regroup them into instructional pods, ensuring they are learned.

Figure 4 - Tyson Elementary Small Group Instruction Overview

"I love my group because it's easier to concentrate because its quiet."
~ Grade 3 Student

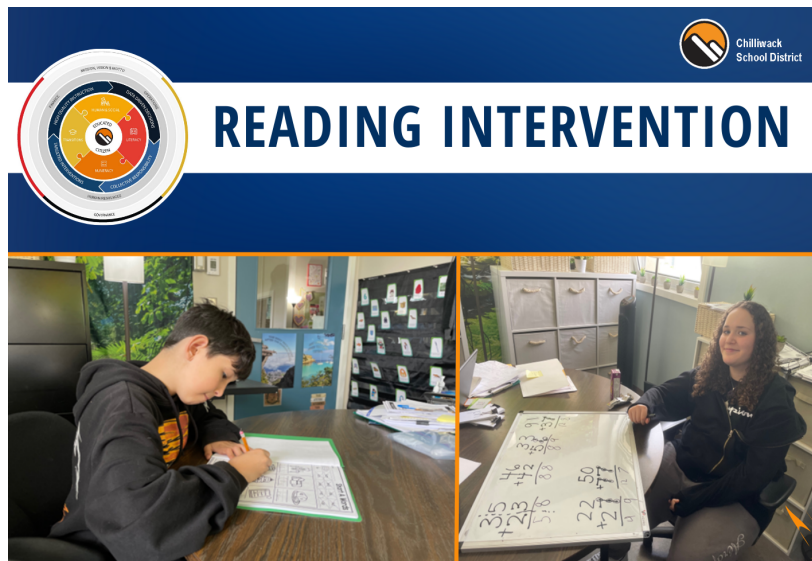
"This program allowed kids to read at their level in a safe place without feeling discouraged."
~ Teacher





READING INTERVENTION AT MIDDLE SCHOOLS

School-based data shows that some students in middle school are struggling readers. Two of our schools have dedicated staff to intervene and provide instructional support for our vulnerable readers at the middle level. AD Rundle and Vedder Middle support students through pull-out Learning Assistance – based on the Reading Framework (Figure 5). In this approach, students are taught explicit reading skills based on their skill level and readiness. Whereas the instruction looks similar at the middle school regarding skill development, how students experience the intervention is quite different. Elementary school teachers support students in small groups, often inside the classroom. In middle school, however, most students are sensitive to peer perceptions and do not want classmates to know about their reading struggles. Therefore, intervention at the middle level needs to happen outside of the classroom environment – often in a one-to-one teaching space.



AD RUNDLE MIDDLE SCHOOL

This work impacts the lives of students and their families. When a child struggles to read, the impact permeates all aspects of their lives. They feel little efficacy as a learner and their families often feel frustrated and at a loss for how to help. At middle school we often see the result being students who lack engagement and enjoyment at school as well as students who display behavioral challenges as a protective layer against feeling less than. Our intervention work has resulted in an increase in student engagement, enjoyment of school, increases in attendance, increased work production in all subjects, and most important of all, kids who feel like **SUCCESSFUL** learners. Families feel the relief and pride of knowing that their learners are moving forward with growing skill and confidence.

"Reading is the gateway skill that makes all other learning possible." - Barack Obama

Looking forward, we will be including an additional teacher to work with our students reading below a PM Benchmark 20. We are excited to expand and accommodate more targeted and direct daily intervention work, so our students become independent readers more quickly and require fewer and fewer interventions with time. This work has also expanded to Math Intervention, focusing on students working on basic numerical concepts, so they too gain the skills and confidence to be capable and independent mathematical thinkers.

We are developing and expanding our work with the families of non-attenders. Many of our students who struggle to attend, also struggle with math and reading strategies. When we identify and target areas of need, in small and discrete doses, student attendance drastically improves. We are working hard to connect with the families of non-attenders, in collaboration with school and district staff, as well as community partner groups, making this work a true example of **collective responsibility**.

Middle school reading pedagogy is shifting. Our principals report that at each of their schools, reading instruction is shifting from "event reading" to reading for the purpose of skill building. They define event reading as reading to complete a series of questions from a textbook or a novel study. Reading for the purpose of skill building is more purposeful and complex – as students are taught to improve their fluency, comprehension, and vocabulary.



Figure 5



CREATIVE LITERACY PROJECTS

Our schools are also working on all kinds of creative literacy learning opportunities. Read to Me is an example from Leary Integrated Arts and Technology highlighting students who create read-along picture books, with demonstrations of oral language proficiencies, ding sounds to turn the page, and video/sound editing skills.

READ TO ME!

A Leary IAT Legacy Project

READ TO ME

Ask your teacher for help!
SCAN ME

"Read to Me" is a legacy project for grade four and five students at Leary Integrated Arts & Tech Elementary School. The project is broken into the following steps:

1. Students choose a picture book from our library and practice a read-a-loud. They are working on vocabulary, clarity, projection, character voices, and pace.
2. When ready, they film themselves reading the book in front of a green screen.
3. They film a second clip of the book itself, turning the pages at the appropriate time.
4. Finally, the clips are put together using a green screen video app.
5. The final video is uploaded to our school server and a QR code is created that links to the video. The QR code is added to the back of the book.
6. When young readers take the book out of the library, they can use their classroom iPad to scan the QR code and have a former Leary student read the book to them!

Here is an exemplar I created to demonstrate how a final project should look and sound.




SCAN ME

This is a project that William created. Try scanning the QR code to watch William's excellent read-a-loud!




SCAN ME

One initiative of our Curriculum and Indigenous Education Departments is a collaboration creating book studies to support the Indigenizing of curriculum for grades k - 8. Book Bins have 6 - 8 picture books and a teacher guide with read-aloud lessons, bios, activities, and Indigenous connections.


Winter 2023

LITERACY BOOK STUDIES






INDIGENIZING CURRICULUM INDIGENOUS EDUCATION & CURRICULUM DEPARTMENTS

"We need to connect more to nature and work with it."
-Student reflecting on Berry Song by Michaela Coade

The Indigenous Education and Curriculum Departments have collaborated on three literacy book studies for grades K- 8:

- Julie Platt and Friends
- Told It
- Identity

Each book study has a different theme, and provide educators opportunities to Indigenize Curriculum and bring diverse books into classrooms. The book bins are made up of 6 to 8 picture books and are accompanied by a teacher guide, which includes interactive read-aloud lessons, author and illustrator bios, follow-up activities, Indigenous connections, and Indigenous background information.

"I have made copies of the feathers (First Peoples Principles of Learning) and we are focusing on one at a time and then putting them up (in the classroom)."
-Teacher

- ✓ Literacy
- ✓ Collaboration
- ✓ Innovation



#literacy33
www.scd3.bc.ca
#sd3learns



SECONDARY SCHOOLS

Our secondary schools now teach English First Peoples (EFP) as a core offering for all students as part of the graduation program. Before this year, our schools offered EFP as an elective, with only a small percentage of students taking the course. Moving forward, all students in Chilliwack will take this mandatory course – helping to highlight Truth and Reconciliation in our community.

The Curriculum and Indigenous Education Departments collaborated on building Book Clubs for English First Peoples 10-12 and Children's Literature kits. These resources will be used to create a kit on Indigenous World Views and Perspectives and Diversity Amongst First Peoples. Secondary Creative Writing teachers have also been building book collections with picture books to be used as mentor texts.



Figure 6 - U-shaped Table at SSS for Reading Groups

Chilliwack School District Winter 2023

SECONDARY BOOK CLUBS

INDIGENOUS EDUCATION & SECONDARY SCHOOL ENGLISH DEPARTMENTS
HIGH QUALITY INSTRUCTION FOR GRADES 10 - 12

"Books have the power to serve as mirrors, windows, or sliding doors to new perspectives and understandings. We are so excited for the learning that will take place when students are immersed in Indigenous stories, culture, and tradition."

The Indigenous Education Enhancement team has been walking alongside an after-school collaboration group of high school English teachers from across the district in preparation for the upcoming Indigenous Focused Grad Credit. The new grad credit is an exciting opportunity for teachers to Indigenize their courses and provide students with opportunities to learn from Indigenous knowledges, pedagogies, and perspectives.

The collaboration group has worked to develop thematic Book Club sets for English First Peoples 10, 11, and 12: a dystopian set for grade 10, a fantasy/magical realism set for grade 11, and a set of memoirs for grade 12. The goal of the collab group is to elevate engaging, contemporary stories that represent diverse perspectives from across Turtle Island. In addition, the group has contemplated ways to honor Indigenous pedagogies by providing students with opportunities to connect to self, connect to community, engage in critical literacy, and embark on journeys of inquiry.

✓ Literacy ✓ Collaboration ✓ Collective Responsibility

#literacyss33 www.sd33.bc.ca #transitionss33

Additionally, this year saw reading foundations teachings show up at Sardis Secondary. A team of special educators at the school took training in Orton Gillingham and reading instruction to help students who still struggle to read. Currently 5 students are supported in their reading journey at SSS. The impact this class has had on the students includes an increase in awareness about their strengths, abilities and how they learn, increased confidence and proficiency in reading (all aspects), increased self-advocacy skills, and an increase in interpersonal and relationship skills as they support each other in their learning and work with peer tutors and each other. Next year Sardis is expanding the program to 3 Learning Assistance/Resource blocks with more students and more space in the timetable.

**"Finally [someone's] showing me how I learn."
~ SSS Student**

FOCUS AREA - NUMERACY



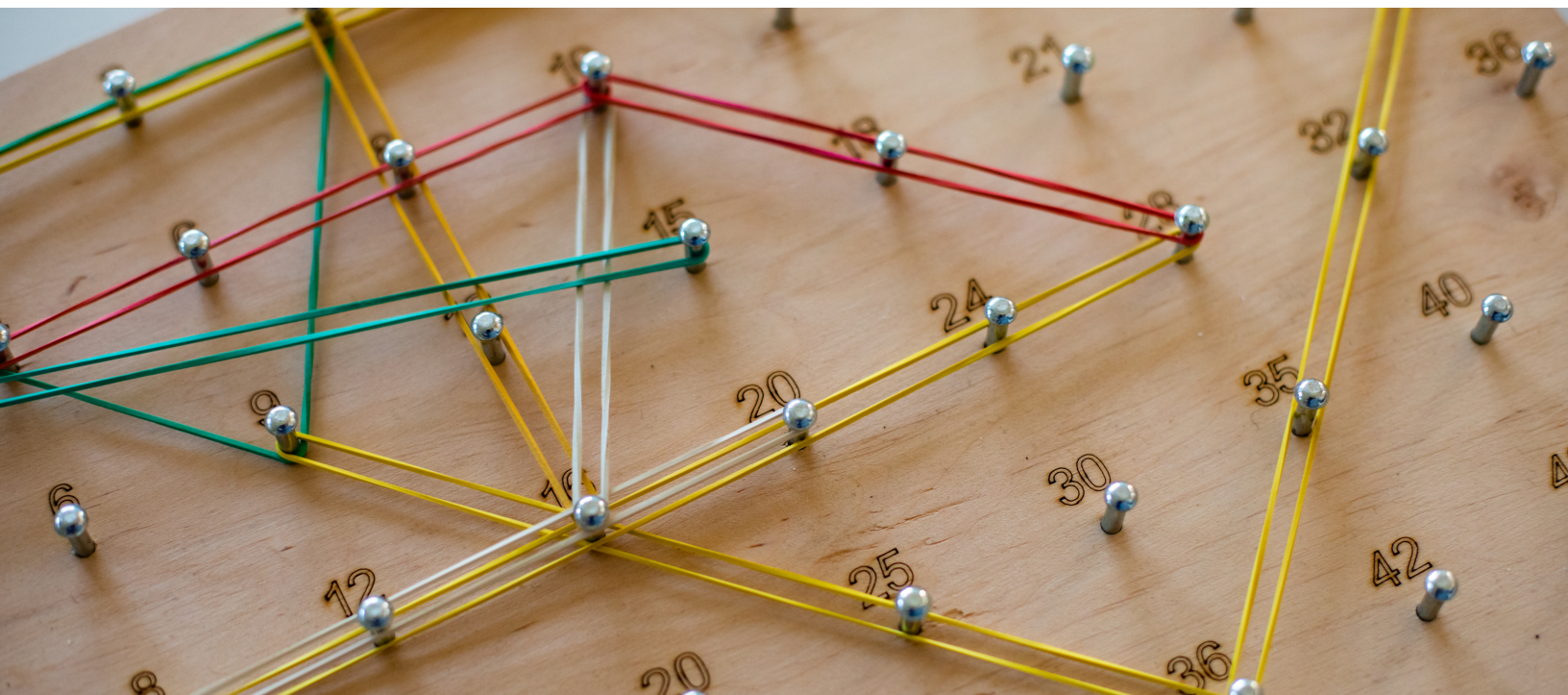
We are dedicated to ensuring that all students become proficient in numeracy skills, allowing them to create, apply and conceptualize mathematics in real-world situations from Early Learning Years (pre-K) through to Grade 12.

Our second priority goal area in our Strategic Plan is Numeracy. Our data for the past years has indicated that our numeracy results in Chilliwack are different from where we need them to be, as our local and provincial assessments show gaps in learning for our students. Part of this narrative comes from our teachers, who provided feedback that we lack a clear direction for what we teach – and how. In the winter of 2021, we reached out and personally interviewed all math teachers who taught grades 1-8 in our school district. There were close to 200 interviews conducted. The feedback was helpful. The three main themes that emerged were:

1. Teachers felt we needed a common approach/framework in Chilliwack to teach math.
2. Teachers needed common resources and referents to assist with developing lessons and instruction.
3. Teachers wanted our students to do better.

The 2022/23 school year has been a journey for our district and schools to improve our numeracy narrative. Over the past year, there have been five key initiatives that we are highlighting in this report. They include:

1. Numeracy Framework Development
2. FSA with Care
3. Pedagogical Shifts
4. Providing elementary/middle with common resources.
5. Indigenizing Curriculum



**NUMERACY FRAMEWORK**

Mathematics is the set of skills, knowledge and processes required to engage with the curricular competencies and content areas. Numeracy is the ability to understand and apply mathematical concepts, processes and skills to solve problems in a variety of contexts.

**NUMERACY FRAMEWORK DEVELOPMENT**

Similar to the work the district has done in creating a framework for reading and writing, in 2023, we have also developed a Numeracy Framework. This model will support a common and balanced approach to teaching maths in our district – particularly in content, curricular competencies, and comprehension. Utilizing the BC curriculum Know/Do/Understand framework, the Numeracy Framework clarifies the essential aspects of teaching maths in classroom settings. Our Curriculum Department will ensure that all training materials and classroom resources align with our learning frameworks and fit within the mandate of the British Columbia curriculum.

FSA WITH CARE

We decided to try something new for the 2022/23 school year when preparing students to write the Foundational Skills Assessment (FSA) in grades four and seven. We firmly believe that our students need to understand this assessment's value on their learning journey. With this understanding, students may give the assessment the attention that can lead to improved results and learning. To grow this understanding, our Curriculum Helping Teachers selected eleven schools (Robertson, Stitó:s Lá:lém Totí:lt, McCammon, Unsworth, Central, Cultus, Promontory, Vedder E., Strathcona, MSMS, CMS). They focused on working with classroom teachers and students to prepare for the FSA. When they visited classrooms, they provided fun games and activities that helped to strengthen confidence and foundational mathematical skills. Our featured story from Unsworth Elementary is evidence of this pilot's impact at the school level.

Did this initiative positively affect FSA numeracy scores at these sites? Anecdotal data at the time of the writings (Fall 2022) was positive, but what does the empirical data show?

MCCAMMON ELEMENTARY:

2021 FSA RESULTS – 22% ON TRACK

2022 FSA RESULTS – 70% ON TRACK

The elementary schools that took part in the pilot improved, on average, 32% compared to their school performance on the FSA in the previous year (based on how many students were on track/extending in 2021/2022). This strategy is undoubtedly something that we need to expand to more schools next year!



FSA WITH CARE PILOT PROJECT



Unsworth Elementary Grade 4 Students

Data Driven Decisions: Review of the 2021/22 Foundation Skills Assessment (FSA) scores drove us to create the goal of improving our grade 4 numeracy FSA results for the 2022/23 school year.

Action: We provided a pilot group of grade 4 students with intentional support, targeted resources reflective of grade 4 numeracy strands, and time.

Numeracy questions from previous years FSAs were shared with the students over 2 weeks. The same approach was used with the on-line portion of the FSA (practice questions). The students practiced how to log into the FSA site and navigate the log-in portion of the practice assessment, as well as work through 4 questions per day. Curriculum Support Teachers participated, helping to facilitate the FSA with students over one week. A spare classroom was used and the process was explained to the students.

We provided clear explanations to the questions, differentiated support, brain breaks, alternate settings, & snacks to ensure the students were in a favorable atmosphere to do their work. While students were working on the questions, the teachers circulated the room providing support. When students became frustrated or demonstrated anxiety about a particular question, a teacher would move them to a quiet place and together they worked through the difficulty. Through this support, students were always able to continue and felt immensely proud of their resiliency.

Results: Based on preliminary FSA scores, the results look positive. The grade 4 students who participated in the pilot project with no time constraints, receiving differentiated instruction, and the opportunity to talk through their anxiety, seem to have achieved stronger results than those grade 4 students who did not participate in the FSA pilot project.

Student Perspective:

"This was a fun way to do math. I really liked the help."

"I like doing this together."

"I love doing math on the computers."

"Mrs. Webb is good at explaining math to me."

- ✓ Data Driven Decisions
- ✓ Collective Responsibility
- ✓ Targeted Interventions

#transitionssd33

www.sd33.bc.ca

#numeracysd33



"I liked doing this together."
~ Student





PEDAGOGICAL SHIFT

This year, a significant change in teaching maths happened with a shift in how teachers approached their classroom environment. Inspired by the work of Peter Liljedahl, SFU Professor and author of *Building Thinking Classrooms* (2015), many teachers have used vertical, non-permanent writing surfaces. These surfaces, commonly known as whiteboards, can be found in numerous classrooms, often placed on all four walls. Instead of working at their desks, students stand at the boards in groups of three or four. The teacher stands in the middle of the room, surveying students' work. When appropriate, the teacher engages with a group, asking questions, offering suggestions, or adding teaching points. Sometimes, when an opportunity presents itself, the teacher will bring the whole class around a particular scenario on the board to walk through the teaching point. This shift is most interesting because of its impact on all classrooms, ranging from elementary to secondary. In addition, this approach has increased visible classroom learning, providing real-time formative assessment for student learning and just-in-time small group intervention and instruction.



Data Driven Decisions



Collective Responsibility

Winter 2023

PROFESSIONAL LEARNING IN NUMERACY

Curriculum Department
Grades K - 8

Curriculum Helping Teachers Christian Ladders and Anna Webb, are working with teachers to support students in developing numeracy skills.

"We believe that numeracy is the ability to understand and apply mathematical concepts, processes and skills to solve problems in a variety of contexts."

Christian has been invited into many classrooms to explore the use of vertical learning to engage and challenge learners. Students have pushed the boundaries of their own mathematical thinking and practiced collaborative problem-solving. Teachers are able to monitor student learning and ensure that students are working in their 'sweet spot' with the right amount of challenge and support.

Vertical Learning is about the transformation of how you think, feel, and make sense of the world; it is about increasing the complexity of how you see and relate to the world and to what you know. It includes the development of both mental complexity and emotional intelligence.

Anna has been working alongside teachers creating a balanced numeracy program. Using student data to build Core Competencies that support academic goals, teachers are shown differentiated instruction methods to facilitate small group learning. Into this framework she has introduced a variety of SNAP games to help students practice their numeracy skills in a highly engaging format. During these lessons, the teacher provides many access points so students can interact with the curriculum and consolidate learning. These instructional practices have helped to develop young mathematicians who are curious, critical thinkers.

"It was wonderful to have Anna come in to support the Numeracy learning in my grade 2 classroom. The SNAP resources and games she provided were focused yet engaging for the students and made a huge positive impact on my ability to start up my small group instruction. I am able to differentiate the learning and my students thrive on the predictability of our math rotations that they have practiced and mastered."

Jessica Poh, Teacher at Central

#sd33learns
www.sd33.bc.ca
#numeracysd33



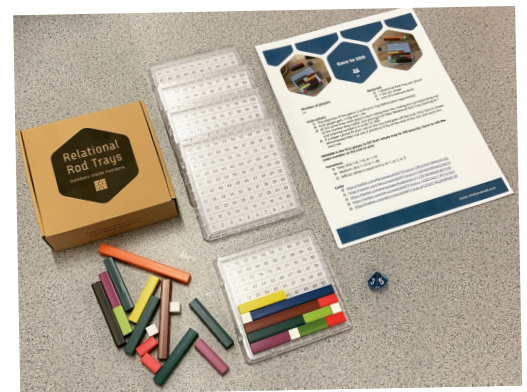
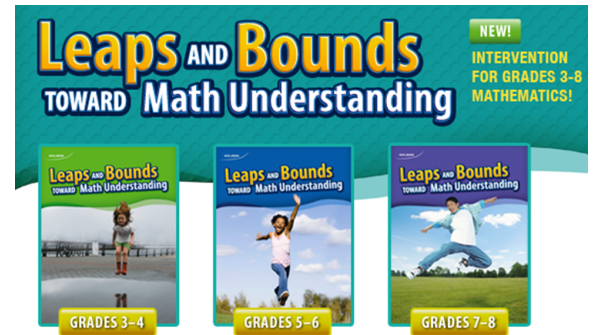


COMMON RESOURCES

As a result of the outreach to math teachers in 2021, the district invested in buying math resources for elementary and middle school classrooms. The curriculum department delivered the following resources to each school:

- A text referent to assist with teaching grade-level curricular content and competencies.
- Math manipulatives to assist with lesson design and hands-on learning.
- Leaps and Bounds intervention resources assist with identifying and intervening in student learning gaps.

Additionally, the curriculum helps teachers offer training sessions throughout the school year to support the implementation of the added resources. Although this initiative started in 2021, we expect teachers will require training and in-service for multiple years.



INDIGENIZING NUMERACY CURRICULUM



The work we are doing to Indigenize curriculum is inspiring. Our staff has gone above and beyond to find exciting ways to take existing resources and approaches, and freshen them up with a place-based spin. For example, in Numeracy, a team of teachers has taken the SNAP and created an updated version specific for kindergarten, with elements of story and place embedded in the assessment.

FOCUS AREA - HUMAN & SOCIAL



We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive. Equity and inclusion are foundational to learning and leading and are critical to success, well-being, and fulfillment.

Our district recognizes the critical role people in our district play. They are the change agents, the teachers, the coaches, the counselors, and the helping hands that ensure our school system prepares our students for life beyond the classroom. We have so many heartwarming and impactful stories from this past year that accentuate that we care for the people of Chilliwack.

One of the strengths of the school district is the many partnerships we have with our community organizations. Our "Partners in Learning" motto is so deep-seated that it has become second nature. Whether it is coming together with a local first nation community for a family gathering and meal, feeding thousands of students each day through Bowls of Hope, or co-planning for student success with social services like Chilliwack Community Services, Ministry of Children and Family Development, Fraser Health, or Big Brothers, our collaborative efforts are having an impact.

FAMILY AFFORDABILITY FUND

This year, our school district secured 1.6 million dollars through the Ministry of Education and Childcare to assist financially struggling families post-COVID through the "Affordability Fund." We earmarked these dollars to support families in need. School staff could dispense a percentage of these dollars, but we knew that if we wanted to reach more families, we needed our community partners to help. Table 1 shows the list (not exhaustive) of the many community partners that stepped up and how they used the dollars to impact our school-aged children and community.

ORGANIZATION / PROGRAM	INITIATIVE	VALUE
Chilliwack Bowls of Hope	<ul style="list-style-type: none"> Enhancing food options for lunches that are delivered to schools 	\$75,000
Chilliwack Bowls of Hope (formerly organized by Murray Honda)	<ul style="list-style-type: none"> Providing nutritious meal kits to families Winter Warmth Program: Winter coats, boots and socks to local students We've Got Your Back: School supplies including calculators 	\$70,000
Chilliwack Community Services	<ul style="list-style-type: none"> Starfish Backpack Program: Providing support for bi-weekly food hampers, increased protein options with extra funding. 	\$55,000
Chilliwack Youth Health Care	<ul style="list-style-type: none"> Provides enhanced food options to youth who frequent counseling services. 	\$10,000
Mémiyelhtel Program	<ul style="list-style-type: none"> Additional Transportation, food and school supplies for 40 students enrolled in the program. 	\$10,000
Community Cupboard	<ul style="list-style-type: none"> Assisting families with food hampers, ability to purchase more fresh fruits and dairy. 	\$10,000
Free Store - Skwah First Nation	<ul style="list-style-type: none"> Assisting families with fresh foods, dairy, meat, fruit - as well as personal hygiene products. 	\$10,000

Table 1 - Family Affordability Fund Partnerships



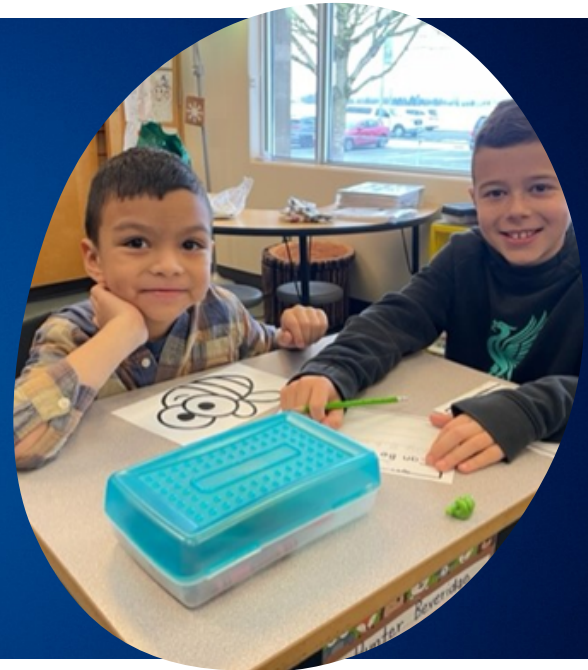


Under the umbrella of "Human and Social," our schools have embarked on numerous initiatives and projects to promote mental health, foster community engagement, cultivate kindness, enhance physical literacy, and ensure inclusivity. These stories epitomize our commitment to creating supportive and thriving school environments that prioritize our students' well-being and holistic development.

One notable project made possible through the School Mental Health Grant is the additional two months of Coffee Chats at Robertson Elementary. By bringing parents and caregivers together with the Child and Youth Care worker and school counselor, these weekly sessions fostered discussions on topics such as self-regulation, anxiety, and creating attachment. The positive impact on the mental health of parents, children, and staff was evident as caregivers found support, connected with other parents, and discovered valuable community resources.

Another story revolves around Den Groups, a cross-grade initiative at Evans Elementary. These groups promote community and appreciation for others by pairing older students with younger students to learn and engage in activities centered on themes or virtues. Through this program, students develop leadership skills, cultural understanding, and a shared sense of purpose, fostering a stronger sense of belonging.

"We call them Den Groups because a coyote is our school animal and we work together to learn about different things."
~ Grade 2 Student



At Unsworth Elementary, our school custodian and artist-in-residence, Mr. Caskanette, has made an extraordinary impact. Going beyond his custodial duties, he actively builds connections with students and staff, creating engaging opportunities for artistic expression. From organizing door-decorating contests to establishing an art gallery and a 3-D Art Club, Mr. Caskanette has created a vibrant and inclusive environment where creativity flourishes, and community connections thrive.





The Kindness Project at Watson Elementary exemplifies the power of small acts of kindness. Grade 3 students sold cupcakes and used the proceeds to create acts of kindness in their community. In addition, they distributed flowers, treats, and coffee, spreading joy and creating a ripple effect of kindness. This project benefitted community members and taught students valuable lessons about empathy, compassion, and the positive impact they can have on others.



KINDNESS PROJECT



WATSON ELEMENTARY SCHOOL

I think what I want most for them is to know that it doesn't matter where you come from or how old you are, you can do something that is good.

~ Jennifer Thiessen, Grade 3 Teacher



✓ **Collective Responsibility - Human and Social Development**

Grade 3 students at Watson Elementary recently participated in The Kindness Project. Over the course of 4 weeks, classes took turns selling cupcakes to the school community. They then worked together to decide how they could spend the money raised to create acts of kindness in our community. Flowers, treats, and coffee were distributed by students to members of our community with the support of staff and our parent volunteers. The reactions they received ranged from disbelief to sheer joy! Students also purchased, assembled and donated care packages for community members at Cyrus Centre and delivered treats to staff at Watson Elementary and Tyson Elementary. The learning extended into the classroom as students shared the experience of the ripple effects of the smallest acts of kindness.

No Act of Kindness is too small. The gift of kindness may start as a small ripple that over time can turn into a tidal wave affecting the lives of many.

~ Kevin Heath (quote handed out on cards with the treats on Kindness Day)



"I think what I want for them is to know that it doesn't matter where you come from or how old you are, you can do something that is good"
~ Jennifer Thiessen, Gr. 3 Teacher



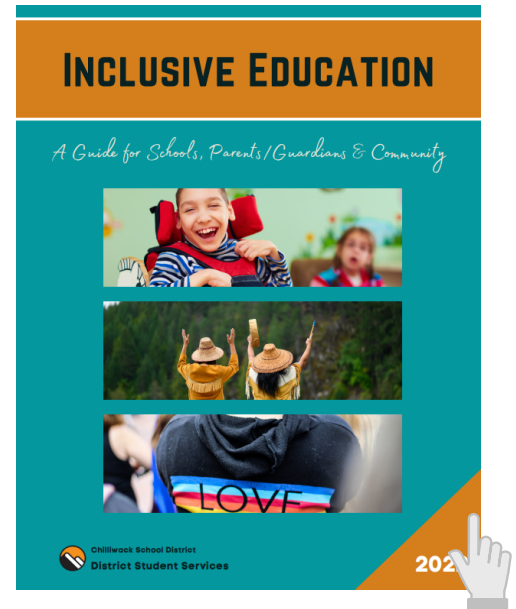
Promoting physical literacy is another crucial aspect of our schools' human and social focus. All classrooms in several elementary schools (Bernard, McCammon, Leary, Robertson, Central, Cultus) were equipped with the "P.L. in a Bag" resource, providing opportunities for students to develop fundamental movement skills throughout the day. These activities, integrated with academic lessons, help improve students' fitness, coordination, and overall well-being.

"The things in the green bag are fun! When I am using the ball, I feel like I am in the green zone."
~ Gr. 2 Student @ Bernard Elementary



MENTAL HEALTH

Moreover, our Mental Health Teacher Leads have successfully implemented strategies to improve school attendance and support student mental health. Through professional development and collaborative efforts, they have shifted the mindset from compliance to building connections. Additionally, schools received the School Mental Health Grant, which enabled them to organize various events and initiatives such as EASE Parent Night, Mental Health Awareness Week, SEL resources, outdoor excursions, and weekly Coffee & Chats with parents, contributing to a more supportive and understanding school environment.



As part of our ongoing **Mental Health in Schools Strategy**, we have continued to focus on building our District Mental Health and Behaviour Team (MHBT) to support the increased mental health and behavioural needs that we are seeing within our district. This year the team has worked hard to focus on prevention through the provision of numerous learning opportunities for all staff in the areas of Social Emotional Learning, Mental Health Literacy, Trauma Informed Practice, Building Resilience, and Complex Learner Support.

- ✓ **245+ student referrals to MHBT**
- ✓ **250 staff trained in Non-violent Crisis Intervention**
- ✓ **Direct support within every school**



ACCESSIBILITY

We are committed to ensuring inclusivity and accessibility in our schools. For example, the school district has introduced universal washrooms in secondary schools to reduce barriers to access of single-stall facilities. This initiative, driven by the feedback and needs of our students, is a step towards creating a safe and inclusive environment where all students feel valued.

“I’m really glad to see people taking initiative to make sure all of us feel safe and valued.”

~ Lily, CSS Student

Students scratched affirming words into scratch sheets at Central.





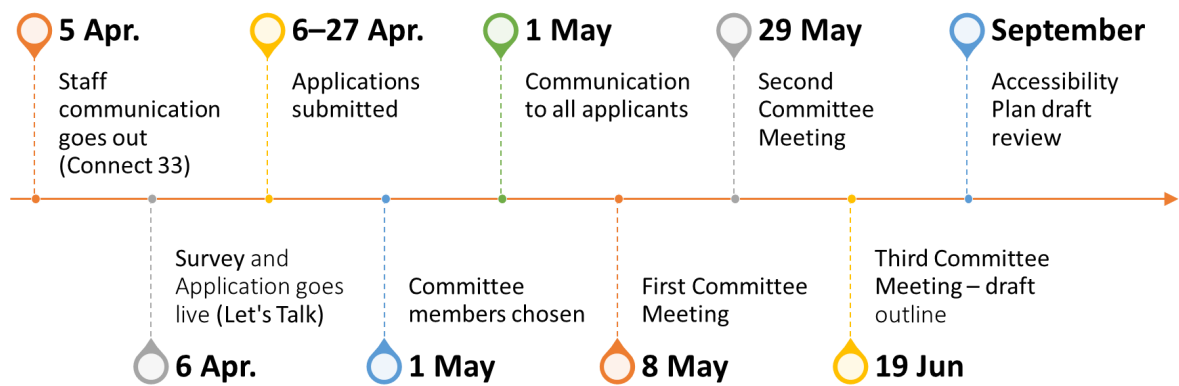
Further, our district has responded to the BC Governments Accessible British Columbia Act by creating the Accessibility Advisory Committee. From the Terms of Reference:

Statement of Commitment

The Chilliwack School District believes that meaningful inclusion is a right, and we support the safety, support, and connection of all students, parents/guardians/caregivers, staff, and community members through standards that promote diversity. (Strategic Plan) The District also encourages an inclusive system in which everybody is welcome, given opportunities to participate and achieve, and has equitable access to a rich and authentic experience. ([Guide to Inclusive Education](#)).

Vision/Goal Statement

The Accessibility Committee provides perspective and advice to the district’s accessibility plan concerning universal accessibility and its alignment with the Strategic Plan by identifying, preventing, and removing the barriers to accessibility that people with disabilities face within the school district. The committee will also follow the directives of the Accessible British Columbia Act and the principle “nothing about us without us.”



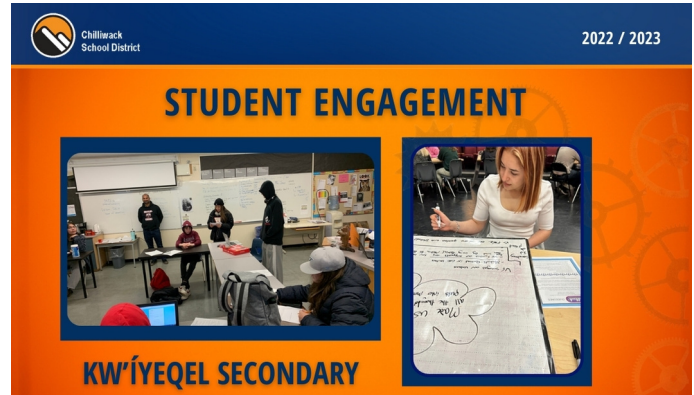
These stories and initiatives exemplify our dedication to supporting our students' well-being, growth, and social development. We strive to foster a nurturing and empowering educational experience for every child in our district by prioritizing mental health, community engagement, kindness, physical literacy, and inclusivity.



STUDENT ENGAGEMENT

In our 3rd year of the Student Engagement project, students from the five high schools have been coming together to discuss "street data" concerning the board's strategic goals and core values of equity, kindness, inclusion, collaboration, and innovation. Each school group, sponsored by their vice principal, actively collected student voices from their sites and shared this information with the other school teams and the senior executive team. This year, we held five sessions with the students from 8:00 to 10:00:

- Oct 18th - Hosted by Exec at KSS
- Nov 29th - Hosted by SSS
- Jan 17th - Hosted by CSS
- Feb 21st - Hosted by GWG
- Apr 18th - Hosted by Imagine
- Apr 26th - Sharing information with School Board members



"Being a part of this showed me that (the) teacher, (and the) district care." - Student



✓ Inclusion - Equity - Transitions - Human Social

The Chilliwack School District hosts a Student Engagement Committee which consists of groups of students and an administrator from each secondary school, the superintendent and other members of the senior executive team. The committee meets 6 times a year as a way to provide the student perspective into district direction. The ultimate goal of the group is to discuss ways to strengthen student voice within our district as outlined in the district's strategic plan.

For the 2022/23 school year, KSS joined this program for the first time, bringing their students together with other secondary school students from our district. This participation has helped Kw'iyeqel staff and students feel a greater connection to the district and has provide students the opportunity to grow their leadership skills, build confidence, feel heard and develop a voice.

"(I'm) more excited about school and making change." - Student

"It made me see how much teachers/staff care about Mental Health."
- Student

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#transitionsd33



FOCUS AREA - TRANSITIONS



Students experience pivotal transition points throughout their education, from pre-K to kindergarten, from grade to grade, school to school, and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners so they successfully complete their education (pre-K through to Grade 12) with a sense of dignity and purpose and opportunities to meet their goals.

In every student's educational journey, pivotal moments of transition shape their experiences and set the stage for future success. From the exciting leap into kindergarten to the significant shifts between grades and schools, these transitions play a vital role in the educational trajectory of learners. The Chilliwack School District recognizes the significance of these transition points and embraces its responsibility to support all students in successfully navigating these milestones.

This section of the report will delve into the district's efforts and achievements in fulfilling its commitment to facilitating smooth and meaningful student transitions throughout students' educational journeys. With a focus on fostering a sense of dignity and purpose, the district aims to ensure that

every student has the necessary tools and opportunities to achieve their goals from pre-K through to Grade 12 and beyond, whether in post-secondary education or the workforce. This narrative, highlighted by school stories that provide examples of effective transitioning throughout the district, will showcase excellent work from the past year.

Throughout the 2022/23 school year, the Chilliwack School District has provided comprehensive support and resources that aid students during these crucial transition periods. By implementing strategic initiatives and collaboration with key stakeholders, our schools strive to empower learners to confidently navigate the various stages of their education, enabling them to thrive academically, socially, and emotionally.





COMPETENCY BASED IEP'S

In September 2022, Student Services began the rollout of the Ministry of Education & Child Care's Competency-Based Inclusive Education Plans (CBIEPs) to grades K, 3, 6 & 9 (with other grades able to participate at will). Foundational work over the past two years, including revitalized Response to Intervention language and sessions with Shelley Moore to improve practice and change pedagogy, has paved the way for this successful introduction.

✓ *Collective Responsibility*

✓ *Targeted Interventions*

The job of the CBIEP is to connect the goals and strategies in every IEP to the classroom in a meaningful way, and to build on the strengths of each child.

School-based staff have shown amazing strength and growth as they work with this new CBIEP template, and we have seen amazing examples of meaningful and measurable CBIEP's created for students this year..

K - 12 INTEGRATED ARTS & TECHNOLOGY (IAT) STREAM



SD33 is in the third year of implementing a K-12 integrated arts and technology (IAT) choice stream at three sites: Leary Elementary, AD Rundle Middle School, and Imagine High Secondary. Leary Integrated Arts & Technology Elementary and AD Rundle Middle School Arts & Technology Cohort also draw students from their catchments, while Imagine High Integrated Arts and Technology Secondary is a choice school only. Students from all over the district can select the K-12 IAT stream as space allows.



Foundational to the K-12 IAT stream are the **Four Pillars** that underpin the pedagogical approach to teaching and learning: **Integrated Disciplines, Authentic Learning, Collaborative Culture, and Visionary Staff.** Integrated learning is delivered through experiential, interdisciplinary projects.



Learners are supported to develop core competencies that support collaboration, enhance communication, promote critical thinking, and ignite creativity. Integrating arts and technology allows students to interact with content and demonstrate learning in ways that connect to their passions and interests.

All three schools follow a similar curricular path that provides extended work periods for deeper learning, access to art and technology skill development, and opportunities to explore student passion areas through Deep Dives.



This year, a K-12 IAT Teacher Leadership Team was established to build staff capacity within the three sites. The IAT Teacher Leadership Team meets monthly to share ideas, align practices and protocols, and plan joint pro-d. In December, the team visited High Tech High in San Diego and Canyon Falls Middle School in May; both schools are leaders in inquiry-based and project-based pedagogy.

Plans for next year include:

- Expansion of choice program at AD Rundle Middle School to 9 divisions
- First graduation class at Imagine High
- Development of multi-grade communities at Leary Elementary
- Associate Professor Leyton Schnellert (UBC) to support planning and assessment at AD Rundle and Imagine
- Summer retreat for AD Rundle and Imagine with Leyton Schnellert (1 ½ days)
- Further alignment of practices at the three sites through after-school collab, joint staff meetings, and the Teacher Leadership Team



ELEMENTARY PROGRAMMING

Transitions are significant for individual students and can encompass transformative journeys for educational institutions. Leary Elementary School has embarked on a remarkable transition from a Fine Arts School to an Integrated Arts & Technology School (IAT) in the spirit of embracing change and innovation. This transition represents a fundamental shift in pedagogy, approach, and teaching curriculum, as the school integrates various disciplines and harnesses the power of technology to enhance student learning and creativity. Central to this journey is the collaboration between dedicated staff members who understand that transitions require collective effort and shared vision. Together, they work tirelessly to weave a tapestry of integrated arts and technology education to empower students to thrive in the modern world while fostering a strong sense of creativity, adaptability, and a lifelong love of learning with partner schools ADR and Imagine High in the K-12 stream of IAT.





COLLABORATIVE INSTRUCTIONAL PLANNING

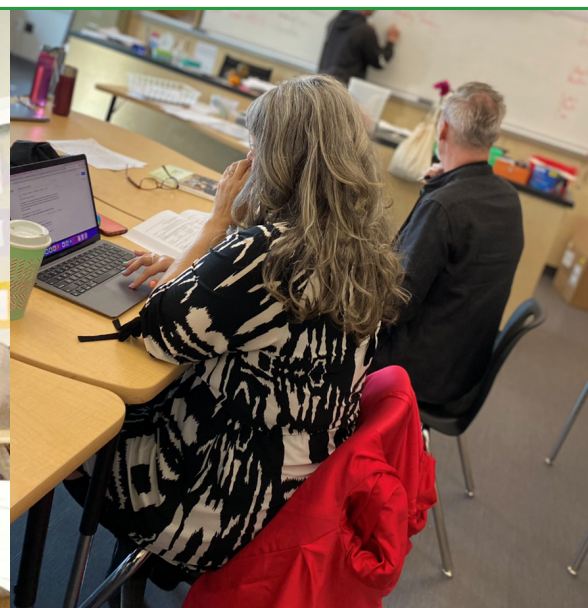
Imagine educators worked with Dr. Leyton Schnellert for a second year, exploring how teaching and learning can embrace student diversity and inclusive education.

Dr. Schnellert is the Pedagogy and Participation research cluster lead in UBC's Institute for Community Engaged Research (ICER) and co-chair of British Columbia's Rural Education Advisory. His community-based collaborative work builds participatory, place-conscious, and culturally responsive practices.

Leyton works alongside Imagine Core Learning Community teachers to support high-quality instruction and rigorous competency-based planning. To nurture collective responsibility, supporting staff (Learning Assistant Teachers, Resource Teachers, Indigenous Education Enhancement Teachers, Teacher Counsellors, and Principals) join these collaboration series to add their unique lens to planning and support in co-planning and teaching.

Participatory practices engage in critical thinking-oriented teaching, which welcomes students' voices as curriculum co-creators. These sessions support educators in practicing responsive teaching and building what and how they teach based on their students, community, and opportunities. Diversity-positive teaching and learning are hallmarks of place-consciousness and culturally sustaining practices.

In these sessions, Leyton focuses on open-ended teaching strategies, inquiry-oriented teaching strategies, scaffolds for project-based learning, and metacognitive teaching strategies. These approaches blend student knowledge, identity, and hands-on learning into curricular outcomes – breathing life into the BC Curriculum.





JUST B4 AND EARLY LEARNING

This year we have increased and enhanced our early learning programming for Chilliwack families in our school district. Two of our new programs that support early learning and transitions are Watson Just B4 Preschool and Parent-Child Mother Goose. Watson Just B4 Preschool is for children four years old and entering kindergarten the following year. This initiative helps students engage in playful experiences with other peers and support the transition process from preschool to kindergarten. For the 2023/24 school year, we plan to expand this initiative to Vedder, Robertson, and Strathcona Elementary.

"I have been honored with the role of Watson Just B4 Preschool's Lead Teacher role. The development of the Just B4 program has been an exciting journey. My preschoolers settled in quickly and loved being a part of "the big school." It's not a "big, scary" transition anymore because it's a part of their routine. They go into kindergarten with more confidence and maybe even a friend or two from the Just B4 program! I believe the development and collaboration of Just B4 Preschools into our school system has been (and will continue to be) one of the best things for our community."

~ Laura Callaghan, ECE teacher Watson Just B4 Preschool and StrongStart.

Parent-Child Mother Goose is a free 8-week program focusing on the joy and power of using rhyme, songs, and stories together. It helps families create positive family patterns during their children's crucial early years and give children healthy early experiences with language and communication. We have run sessions at Robertson Elementary, Bernard Elementary, and Skwah First Nation. We plan to continue to expand programming to other elementary schools for the 2023/24 school year.



Parent-Child Mother Goose - birth to 5 years old



The Chilliwack School District is pleased to offer the Parent-Child Mother Goose Program! The Parent-Child Mother Goose Program is a FREE 8 week group experience for parents and their child up to 5 years old. The program focuses on the joy and power of using rhymes, songs, and stories together. Parents gain skills and confidence, which can enable them to create positive family patterns during their children's crucial early years and give their children healthy early experiences with language and communication.

Why 8 Weeks?

- Parent and child will create a pattern of communicating with each other that will serve them a lifetime
- The parent-child bond will be nurtured and strengthened
- Healthy parenting habits will be established
- Parents will gain confidence and inner resources
- Parent and child will form friendships within a supportive community

Program Times and Locations

Skwah Band Hall - 619 Wellington Avenue

- Mondays 8:30-9:30 - January 16th - March 13th
- [Click here](#) to register at Skwah on Eventbrite

Robertson Elementary - 46106 Southlands Crescent

- Wednesdays 9:00-10:00 - January 18th - March 8th
- [Click here](#) to register at Robertson Elem. on Eventbrite



Questions? Please Contact:

Karen Allan, SD33 Early Literacy Coordinator, at karen_allan@sd33.bc.ca or
Nicole Driscoll, District Principal of Early Learning & Child Care, at nicole_driscoll@sd33.bc.ca



MIDDLE SCHOOL TRANSITIONS

Middle schools play a pivotal role in supporting students during a critical phase of their educational journey. Middle school educators follow a philosophy designed to facilitate a successful transition for students from elementary to high school. The middle years, characterized by such growth and development, can be a time of both excitement and challenges for students. Because of this significant responsibility, middle schools are equipped with various supports, structures, and common approaches to ensure the success of their students.

One exemplary story that highlights the impactful work in this area comes from Vedder Middle School, where dedicated educators and staff go above and beyond to provide a nurturing and empowering environment for their students. Through a comprehensive range of programs, mentorship initiatives, and student support services, Vedder Middle School has embraced the unique needs of adolescents and successfully guided them through the middle years, fostering personal growth, academic achievement, and a sense of belonging.

90 Day Cycle School Story

SCHOOL: VEDDER MIDDLE SCHOOL



Strategic Plan Connection: Transitions

Creating Community, Connection, Compassion and Perseverance are at the heart of everything we do to create Human and Social Connections with students and staff. Using the four pillars of Middle School; Teaming, Collaboration, Exploratory, and Advisory our Educators have created connections with students so that they have the social and emotional ability to be successful in their own unique ways. Admin creates connections with staff using these same pillars.

Impact

To create belonging where students, staff and families can feel they have a place and ownership over their journey through Vedder Middle School. This is the building block needed to facilitate community.

Collective Responsibility

We engage and inform parents through PAC, classroom meetings, weekly memo's, monthly newsletters, classroom newsletters, CBIEP meetings, parent evenings, parent information nights, and volunteers.

We loop community organizations into our programming such as; Bowls of Hope, Breakfast programs, Liaison Officer, PCRS, Outside Counseling, Practicum students from various organizations.

Students learn to take ownership of their learning and advocate for themselves. Counseling, Advisory, Exploratory, Teaming, and Collaboration create foundations and resources for students to access.

Teachers work together and are given opportunity to collaborate with one another to create the relationships needed to move students forward in their learning.



Instructional Leadership (Leading a Culture of Learning)

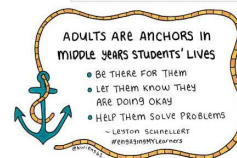
- WEB activities inside and outside school
- Grade 6 Pancake Breakfast
- Literacy Month
- Numeracy Month
- Sports Teams
- Helping Teachers/Pro D
- Team Leaders/Teaming
- Engaging learning assemblies ex: BC Lions "Team up to End Racism"

Relational Leadership (Community Building and Interpersonal Capacity)

- Staff meeting talk and share
- Spirit weeks
- Community involvement and fundraisers
- Theme days weekly
- Interactive assemblies
- Staff outings to create connection
- Teaming/Team Leads
- School wide events organized by teachers

Organizational Leadership (Management and Administration)

- As an Admin team, we identify areas that we have either witnessed, heard about through open lines of communication or know are good practice to be put into place
- We then discuss strategies to put into action to increase capacity (staff meetings, events, Pro D, team leads)



Quote

SD 33 Chilliwack
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SECONDARY TO POST SECONDARY

December 2022

CAREER CONNECTIONS

GW GRAHAM – GRADES 10 – 12

GWG has invested in a second Career Advisor, Sheri Bawtinheimer, whose primary focus is on increasing supports for students as they transition from high school to the work force. This process begins in grade 10 when Sheri meets with every grade 10 student to get a sense of their passions and possible career plans. She asks questions like, “What are you interested in? What are you good at? How can I help you become this?” When those prompts are used, the student’s whole demeanor changes. They climb inside their soul and share – there’s a visual change at this moment. Sheri is mindful of the underlying goal of helping each student build upon their strengths to create value in today’s society.

Following the interviews, Sheri helps connect students with resources in our building or the community that relate to their interests. She also plans trips and brings in guests from the community to connect with students. Sheri has brought in BC Lions member Nathan Rourke for the “Be More Than A Bystander” presentation. Students from GWG also attend “Women in Welding” sessions at Sardis Secondary, strengthening ties in our district. Sheri attends these sessions with the students.

“I’m trying to do things for our students, our school, and our community. I want to put our district on the map for workplace opportunities for students” – Sheri Bawtinheimer

The [CWB Welding Foundation](#) came to GWG and donated money to our programs for welding equipment. Their new project is “Women of Steel” and Trish Trenter came to visit our school and wants to help us build opportunities for women in trades.

[Construction Foundation/Skills Ready](#) have come out to work with our students – their last project with students was hammering sheet metal and they visited several classes throughout the day.

“We ensure students find meaningful pathways, throughout secondary school and beyond graduation, including post-secondary, apprenticeship, college and workplace.”
– SD 33 Strategic Plan

#transitionssd33
www.sd33.bc.ca
#HumanSocialsd33

At GWG a dedicated Career Advisor focuses on increasing supports for students as they transition from high school to the work force. The Advisor connects with every grade 10 student in the school to get a sense of their passions and possible career plans. She then helps connect each student with resources in the building or the community that relate to their interests.

“I’m trying to do things for our students, our school, and our community. I want to put our district on the map for workplace opportunities for students.”
~ Sheri Bawtinheimer, Career Advisor

The Career Education Department hosted parent information evenings at each secondary school for parents of students in grades 9 - 11. Parents were provided a broad overview of all the programs we support and how students can access them. UFV co-presented to share information about their programs and how students can get access and support. The Career Education team shared up to date information and provides timelines and applications. This year there were over 350 participants district wide!

“I had no idea there were this many programs available to my student. Wish I had these options when I was in high school.”
~ Parent



TRADES SAMPLER @ UFV

Kw'yeqel Secondary School (KSS) has highlighted the journey of two students, Ethan Cummings, Gr. 10, and Nathan Burns, Gr. 12, who attend the Trades Sampler at UFV. The Trade Sampler allows students to sample a course before transitioning into trades post-secondary. The program ran from February 27 - June 2/23 and offered the students a sample of electrical, plumbing, framing, welding, first aid, and forklift operation training. In addition, the students who complete the course receive 12 elective credits. This program with UFV provides students with enough experience to decide which trade they'd like to proceed with in post-secondary, but it also determines whether they should rule it out as a career option. The student testimonies are powerful:

"UFV is a very good course, and it's worth trying so you can tell what you like, and there's a lot of skills you can learn. It gave me more insight into what I could do in the future; I got a lot more useful information. Now I'm looking more into welding as a career option. It was a very good experience and advanced my knowledge in the trades. I thought I knew a lot of stuff, but UFV added to that and expanded my knowledge. Now I know what I'd like to do after high school".

~ Nathan, KSS Student



"I didn't know what to expect when I came here to the trades sampler, but I was pleasantly surprised at how much I've learned and how much I really enjoy coming to school. I didn't think I would learn as much as I've learned. I know now that I want to be a welder or a diesel mechanic and apply to UFV after grade 12. I think this program was fun, but the work was a little tricky, but there was a lot of help, and I enjoyed it. I got treated like an adult more than a student, and I got more responsibility, and I felt good about that".

~ Ethan, KSS Student



MÉMIYELHTEL: INDIGENOUS YOUTH MENTORSHIP PROGRAM

Mémiyelhtel is a unique Indigenous Youth Mentorship Program located in the Chilliwack area of Stó:lō S'ólh Téméxw. The program builds resilience in youth through culturally relevant, individualized, and holistic supports, which foster connection and trust through a community of strong cultural identity.

The program provides holistic, long-term and intensive support to vulnerable youth between the ages of 12-19 years. As captured by the traditional Halq'emeylem name, the goal of the program is to help youth be well. The Mémiyelhtel program delivers culturally relevant, dynamic, and uniquely individualized supports that create engagement and foster life promotion. The ultimate goal is to support youth to have a strong sense of identity, self-love and acceptance, while celebrating their ongoing resilience and perseverance.

The Mémiyelhtel program is implemented by [Stó:lō Service Agency \(SSA\)](#), in funding collaboration with [School District 33](#) and the [Ministry of Children and Family Development \(MCFD\)](#).



This is Delmar. Delmar attends Kw'íyeqel Secondary and has been supported by the Mémiyelhtel program. Watch Delmar as he shares his story:



A highlight from this year is the introduction of a new website: <https://memiyelhtel.ca/> that is increasing the profile of the program with a goal of gathering financial support from the community so that the program can support more students. Currently there is a lengthy waitlist.

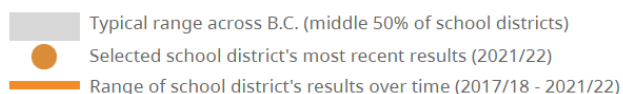


HOW ARE WE DOING?

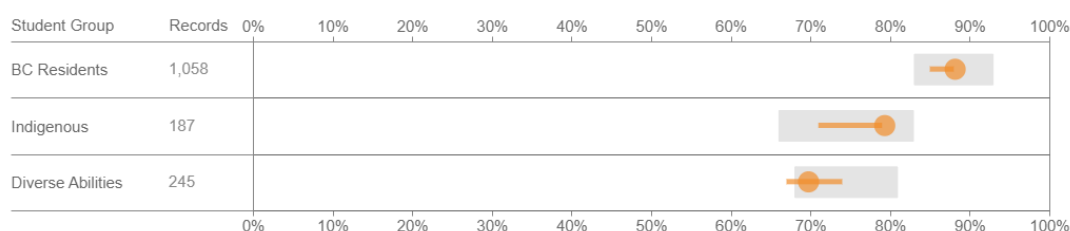
Our school district is extensive – with almost 15,000 students and approximately 2000 staff. We have over 35 sites where students learn at multiple ages, grades, and developmental stages. The question, "How are we doing" is tough to answer as the reality depends on perspective. We have pockets of brilliance throughout SD33 – as shown by the narratives put down earlier in the report. But we also have areas where we struggle and need to lean into for improvement.

Our strategic plan stories show that we are an innovative district striving to improve continuously. Our student's well-being is at the core of our work, which shines through in our classrooms. Stretch goals for our district center around the idea of fidelity and system-ness. The Chilliwack School District once prided itself on being a small district where everyone knew each other. Our district has grown in recent years – and we are too large to operate informally. We have strong practices in each of our schools, but these practices are not the same at every school. Whether it is CBIEP implementation, numeracy instruction, or inclusionary practices – our schools tend to take the big idea from the district and then make it their own. This is good from an ownership perspective, as each school will 'buy in' to the work, but from a system-ness vantage point, this approach can yield erratic results. Traditionally, our achievement shows these ups and downs throughout the district.

Much of our school and district-based empirical student achievement data is not yet complete for the current school year, as we will not have all those pieces until the beginning of July. A fulsome report on student achievement will also be available in August called the "Framework for Enhancing Student Learning" (FESL). In the meantime, we have included provincial achievement results, including our FSA data for grades four and seven this year and our most current graduation rates (21/22).



Completion Rates





Provincial Numeracy Assessments (Percentage On-Track/Extending SD33/Province)				
2022/2023	All	Indigenous	Children in Care	Diverse Ability
Grade 4 Numeracy	61/63	48/43	TBD/TBD	40/51
Grade 7 Numeracy	43/57	28/36		23/40

Provincial Literacy Assessments (Percentage On-Track/Extending) SD33/Province				
2022/2023	All	Indigenous	Children in Care	Diverse Ability
Grade 4 Literacy	68/74	58/59	TBD/TBD	53/63
Grade 7 Literacy	59/68	44/50		30/49

These FSA results are from Fall 2022 and show grades 4 and 7. Our district is below the provincial average.

COMMUNICATION

This year we have worked hard to promote positive stories and presence on social media using Facebook, Twitter and more recently Instagram and LinkedIn. Our stories have been celebrations of the hard work that is done in our district including student learning, staff achievements, curricular supports, mental health and wellbeing, grad transitions and Truth and Reconciliation, and been well received by our audience. We have also focused on providing timely information to our communities about upcoming events, important dates, school closures etc.



#LiteracySD33 #NumeracySD33 #HumanSocialSD33 #TransitionsSD33



WHERE ARE WE GOING?

The school year 2023/24 brings a lot of promise. As we look back at what we accomplished this year, we know that our journey next year will be filled with lots of ongoing work that we believe will help to fulfill our Strategic Plan goals and ultimately improve the life circumstances for our students.

Here are several initiatives and areas that we look forward to reflecting on a year from now – hoping that they land with maximum positive impact:



1. **Truth and Reconciliation:** October 6th, 2023 – The entire staff of the Chilliwack School District will gather at Chilliwack Coliseum for a full day of learning and celebrating Indigenous history and ways of learning.
2. **Elementary Literacy Collaboration Project:** A full year of this project will be completed. Each elementary school will have experienced support and learning. We can't wait to measure the impact!
3. **Competency-Based IEPs:** Next year will take us to year two of our Competency-Based IEP rollout. We look forward to IEPs that are connected and aligned with BC's competency-based curriculum.
4. **Communicating Student Learning:** Next year will be the final year in the rollout of proficiency scales, and the new reporting order as secondary schools come on board.
5. **90-Day Cycles:** This initiative was introduced this year and will continue for schools and district departments for the 2023/24 school year. We believe this approach will continue to deepen our work and make it more visible to staff and the community.
6. **Childcare:** As per Ministry of Education and Child Care mandates, we will continue to build more opportunities for families to access quality before and after school child care at or near their school site.

"The transition to CBIEPs has allowed our school staff to have a better sense of who the student is. Through conversations with parents, teacher, and student, we get to know the student so much better, and this paves the way for goals to come naturally after that."

~ Tracey Wagner, Vedder Elementary School Principal



Equity

We commit to ensure that everyone receives the required support and experiences they need to be successful and fulfill their potential.



Kindness

We demonstrate caring, compassion and empathy towards everyone in order to create a spirit of connectedness in our community.



Inclusion

We believe that meaningful inclusion is a right and we support all learners to feel safe, supported and connected through programming that promotes diversity and personalization.



Collaboration

We develop strong relationships and achieve the shared goals in our Strategic Plan through a framework of trust and respect.



Innovation

We will continue to be curious, creative and open to new ideas so that we can produce high-quality learning outcomes across the system.

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.