

Our conceptual framework is designed to communicate the big ideas that we believe about our school district in a visual, holistic fashion.

A Statement About Learning

Learning must be engaging, relevant and meaningful, grounded in inclusive practices and First Peoples Principles of Learning, and committed to the growth of future-oriented citizens.

Features of the framework include:

The framework is wrapped in First Peoples Principles of Learning (FPPL), using the colours of the cardinal directions of the medicine wheel: White, Yellow, Red and Black. The layers of 'Mission, Vision and Motto' as well as Governance are positioned at the outer edges of the framework, representing the important role of keeping our organization moving in the same direction as outlined by our Vision:

~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.~

Insert School Name Here

HIGH QUALITY INSTRUCTION

Innovative, inclusive and research based instruction and assessment practices support the well-being of all learners and their readiness to be inspired and engaged in life-long learning.

TARGETED INTERVENTIONS

Timely and targeted supports are the cornerstone in creating a culture of equity and belonging where all learners thrive and reach their potential.



DATA DRIVEN DECISIONS

The intentional collection and analysis of meaningful evidence ensures that actions and decisions directly support the success of all learners.

COLLECTIVE RESPONSIBILITY

Common core values and shared responsibility for student success promotes deep collaboration and commitment to growth as educated citizens.





Goal

ECE is 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.

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).
2. We utilize competency-based assessments to assess student progress pre-K to grade 12.
3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

- FSA 4 (Reading / Writing)
- FSA 7 (Reading / Writing)
- Literacy 10 and 12
- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)

School Actions

- Develop common understanding of evidence-based Tier 1 and Tier 2 instruction and intervention.
- Whole class and small group instruction
- Daily 5 routines
- K/1 intervention teacher support reading and writing as well as participating in CORE team meetings weekly (ensure that information on growth and struggle is communicated between teachers)
- Moe the Mouse, Talking Tables, SWAP
- Ongoing professional development in guided reading, PM benchmark assessment and Writing.
- Professional development (collaboration) and school wide common language. Using district curriculum literacy lead teachers to team teach and collaborate.
- Using E-Inight to make data-based decisions for support and programming.
- Weekly meeting with CORE team to review tiered services for students.
- Fluidity of students in and out of Tier 2 interventions.
- Early years programs (Ready, Set, Explore and Kinderfair) for incoming Kindergarten students that focus on basic literacy skills.

School Measures

- Running Records
- PM Benchmarks
- ACT
- FSA 4
- Assessment binder
- Hearing and Recording Sounds
- KLST
- Writing Samples
- Tracking and data collection with E-Inight



Goal

ECE is dedicated to ensuring that all students become proficient in foundational numeracy skills and increase their abilities, confidence, and willingness to engage with number sense skills from K-5. These skills should allow them to create, apply and conceptualize mathematics in real world situations from Early Learning Years (pre-K) through to Grade 12.

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).
2. We utilize competency-based assessments to assess student progress pre-K to grade 12.
3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

- FSA 4
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)

School Actions

- Develop common understanding of evidence-based Tier 1 and Tier 2 instruction and intervention.
- Teaching numeracy through concrete manipulatives, representation, and abstract.
- Instruction and intervention determined by classroom observation, SNAP, and classroom assessments.
- Clear communication between intervention teachers and classroom teachers.
- Fluidity for students to access and move from intervention groups (push in support for specific areas of focus).
- Review of manipulatives available and supply needed items as identified (math cupboard)
- Collaboration vertically and horizontally between grades.
- Focus on cross curricular and real-world activities.
- Use River SNAP activities with Kindergarten students
- Numeracy Collaboration Project with all teachers

School Measures

- SNAP
- Observation
- FSA 4



Goal

ECE celebrates 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, wellbeing and fulfillment.

1. We understand, plan and deliver competency-based curriculum (curricular competencies and content) related to Social Emotional Learning and Mental Health Literacy.
2. We commit to truth, reconciliation and healing to address the inequity of outcomes for Indigenous learners. We address unconscious bias, systemic discrimination and marginalization to transform district culture.
3. We provide supports for the well-being of all learners.

School Actions

- Professional development for staff:
 - Truth and Reconciliation Calls to Action – Reading and being aware of the 94 Calls To Action
 - Participating in and completing the Equity Scan with staff
 - Engaging in lessons that weave Indigenous Ways of Knowing and using First Peoples Principle of Learning in lesson design
- Consistent use of East Chilliwack SOAR matrix and PBS program.
- Instruction to students for resolving conflict:
 - Using WITS
 - Taking responsibility for actions
 - Resolution circles
- Peer leadership program
- Targeted intervention for social/emotional and mental health supported by Child and Youth Worker and School Counselor:
 - CALM Program
 - Check and Connect Program
 - Friendship Groups
 - Zones of regulation
 - Roots of Empathy
 - Growth Mindset instruction

School Measures

- MDI Data
- Paradigm behavior Data
- Student Learning Survey Data
- Peer leadership

District Measures

- Student Learning Survey grade 4, 7, 10 and 12
- EDI (Early Years)
- CHEQ (Kindergarten)
- MDI (Middle Years)
- BCAHS (BC Adolescent Health Survey)
- YDI (Secondary Years)



Goal

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.

1. We target early years learning to ensure students are well supported during their transition to Kindergarten, throughout their elementary years and to middle school.
2. We utilize developmentally appropriate practices through the Middle Years Pillars (Advisory, Teaming, Collaboration, Exploratory) to foster growth through the adolescent years.
3. We ensure students find meaningful pathways, throughout secondary school and beyond graduation, including post-secondary, apprenticeship, college and workplace.

School Actions

- Host Ready, Set, Explore for pre-kindergarten families
- Host Kinderfair sessions for next year kindergarten students and families
- Gradual entry program of our new Kindergarten students
- Continue sharing of information with Child Development Center for incoming kindergarten students.
- Green File information for grade-to-grade transitions
- Grade meetings at beginning of school year for transition of information between teachers.
- Early transition meetings for students with special needs at the receiving middle school (Pretransition supports)
- Meet with middle school counseling teams to share information for all students

School Measures

- Early Years Events participation rates
- Attendance rates
- Paradigm Data

District Measures

- Grade to Grade Transition Data
- 5 and 6 Year Completion Rates (Graduation)
- Post-Secondary Transition Rates
- Attendance Rates