



Chilliwack School District

### 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.

## Mount Slesse Middle School School Growth Plan



## Strategic Plan 2021-2025

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

### 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'emót~

(See EYE yees, LETS – a - thála, LETS – a - mot)

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

#### 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

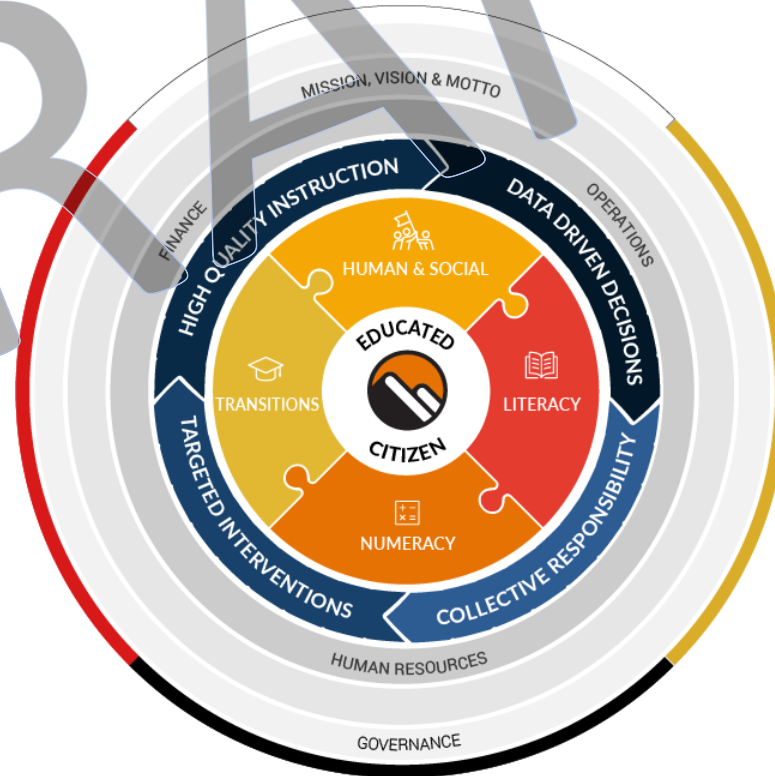
Timely and targeted supports are the cornerstone in creating a culture of equity and belonging where all learners thrive and reach their potential.

#### 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

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.

# Strategy

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, our goal is to:

- Prioritize literacy assessments by dedicating space in our calendar for assessments.
- Ensure all students are assessed in literacy competencies including reading decoding, comprehension of text, thinking, writing and communicating at beginning and end of year – this data is recorded in Paradigm.
- Re-assess in literacy competencies throughout the year repeatedly as needed.
- Ensure all students have a recorded PM Benchmark and continue to re-assess for students who have not yet achieved a PM 30 level.
- Meet as Teams to specifically to analyze data, and plan instruction in relation to that data, during Support Time.
- Create instructional plans that provide access points for all students by addressing student strengths and stretches identified in data on an individual and class-wide basis.
- Meet as Teams with LAT/RT to determine best interventions and have dedicated time in schedule to assist with interventions.
- Have classroom teachers, and support teachers conduct Interventions that are strength-based, meaningful, authentic, targeted, and responsive.
- Assign a Literacy Lead Teacher who attends district professional development and brings ideas back to the staff at dedicated staff meeting time as well as during Support Time.
- Conduct literacy-based events such as Drop Everything and Read (D.E.A.R.), school-wide reads, school-wide read alouds, author visits, book fairs, etc.
- Target funding to acquire high-interest, varied range reading materials.
- Provide ACT training sessions to all teachers of literacy and support teachers.
- Provide Running Record training, with PM Benchmark training to all teachers of literacy.
- Provide training on writing strategies to all teachers of literacy.
- Provide staff with learning opportunities on small-group instructional strategies.
- Provide staff with learning opportunities on Universal Design for Learning strategies.

### School Measures

- FSA 7
- PM Benchmarks with Running Records
- ACT 6-8
- School Wide Writes 6-8



## Goal

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

# Strategy

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.

## School Actions, our goal is to:

- Prioritize numeracy assessments by dedicating space in our calendar for assessments.
- Ensure all students are assessed in numeracy competencies including number sense and operations at beginning and end of year; record this data in Paradigm.
- Re-assess students in numeracy competencies throughout the year and repeatedly as necessary.
- Meet in Teams specifically to analyze data, and plan instruction in relation to that data, during Support Time.
- Create instructional plans that provide access points for all students by addressing student strengths and stretches identified in data on an individual and class-wide basis.
- Meet as Teams with LAT/RT to determine best interventions and have dedicated time in schedule to assist with interventions.
- Have classroom teachers, and support teachers conduct Interventions that are strength-based, meaningful, authentic, targeted, and responsive.
- Assign a Numeracy Lead Teacher who attends district professional development and brings ideas back to the staff at dedicated staff meeting time as well as during Support Time.
- Provide SNAP and SNAP Next Steps training sessions to all teachers of numeracy.
- Provide staff with learning opportunities on small-group instructional practice and high-yield math routines.
- Provide staff with learning opportunities on Universal Design for Learning strategies.
- Target funding to acquire Math Manipulative kits and referent texts for all teachers of numeracy.
- Target funding to acquire high-quality math referent textbooks for all teachers of numeracy.

## School Measures

FSA 7

SNAP 6 & 7

## District Measures

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



## Goal

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, 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, our goal is to:

- Organize school to maximize strong connections between staff and students. Specifically, students are organized into Teaching Teams where teachers foster strong relational connections with a small number of students.
- Prioritize relationship-building in Core classes where time is invested in connections between adults and students daily.
- Ensure Social Emotional Learning and Mental Health Literacy concepts are taught in every classroom to promote wellness for all students (Tier 1 – supports for all).
- Ensure Social Emotional Learning and Mental Health supports are provided in small groups to help build student success in these areas (Tier 2 – supports for some).
- Ensure Social Emotional Learning and Mental Health supports are provided individually to help build capacity in those students that need to most assistance to find success in these areas (Tier 3 – supports for few).
- Invite students to make connections to other adults and students through classes such as Exploratory (Art, Computers, Drama, Foods, Technology) and Band.
- Invite students to make connections to other adults and students through multiple club and activities including sports teams, intramurals, service clubs, leadership, games club, drama club, yearbook, and LGBTQ2+ club.
- Ensure all classrooms and spaces in our school include Indigenous content including First Peoples Principles of Learning, Halq'eméylem words, Indigenous Art, and Orange Shirt/Truth & Reconciliation displays.
- Ensure all classes integrate First Peoples Principles of Learning and Indigenous Content into their daily practice and lessons.
- Have teachers engage students in learning activities around unconscious bias, systemic discrimination, and marginalization.
- Have teachers engage students in learning activities that explore the Truth of the Indigenous experience and encourages all to take steps towards Reconciliation.
- Conduct school-wide assemblies, activities, and learning experiences are participated in to convey community support for Truth & Reconciliation.
- Ensure students reflect on Core Competencies in the Personal and Social realm of Personal Awareness and Responsibility, Positive Personal and Cultural Identity, and Social Awareness and Responsibility, throughout the year and self-evaluate those competencies at the end of the year.
- Ensure support is universally available to any student that needs it.
- Ensure all students have opportunity to eat at school without stigmatization by creating a universally available breakfast program, providing snacks, and continuing with the Bowls of Hope soup program.
- Create connections by introducing all staff at the beginning of the year and having a staff introduction board visible.
- Create connections by having Core teachers personally introduce interested students to coaches or club sponsors.
- Survey Grade 6 and 9 students to ask: What helped during our transition process and what might be missing?

## School Measures

Student Learning Survey 7

MDI

Transition Survey Data

Equity Scan

Core Competency Student Self-Evaluation Review

Strategy

## 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.

# Strategy

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, our goal is to conduct the following transition plan:

### Before Middle School Entry

- Admin and Counselling team from MSMS meets with Admin from feeder elementary schools to coordinate transition planning in January
- Counselling team visits each elementary feeder school class, and brings former students from that school, to ease worries, answer questions, and explain how middle school works. It is also an opportunity for students to connect with our support staff and older students.
- MSMS Band plays for feeder elementary schools so students can learn of another way they can connect at MSMS.
- Grade 5 Parent & Student Information Evening is held where all families can learn about middle school, tour our facility, and establish connections with staff.
- Elementary teachers and support teachers enter information about the academic, social, and emotional strengths and stretches of each student in the Paradigm information system. This information is shared with the receiving teachers.
- Articulation Meetings occur between feeder elementary teachers, feeder support teachers, and MSMS School-Based Team staff. Information about the academic, social, and emotional strengths and stretches of each student is shared.
- Based on information shared, planning for class placements, supports, and programming begins.
- Individualized transition meetings or tours occur with families of students with predicted transitional challenges.
- MSMS staff participate in IEP review meetings at elementary schools for specific students as needed.
- W.E.B. (Where Everybody Belongs) Orientation Day in the summer just before school starts so students are familiarized with our school, meet their W.E.B. Leadership students, and interact positively with their peers.

### While at Middle School

- Students grouped into Core divisions with 1-2 main teachers with the intention of deep knowledge of the students.
- Focus on relationship-building at the beginning of each year and intentional time spent each day on relationship-building during Core class.
- Multiple opportunities for connection including sports teams, intramurals, band, Exploratory classes, drama club, LGBTQ+ club, library club, project service club, and games club.
- Access to supports including Counsellors, Child & Youth Care Worker, Indigenous Education Teacher, and Indigenous Education EA.
- Current teachers and support teachers enter information about the academic, social, and emotional strengths and stretches of each student in the Paradigm information system. Receiving teachers have access to fulsome notes in Paradigm.
- Bring students that are deemed at risk for challenging transitions to the School Based Team then District Resource Team for consultation.

### Approaching Secondary School Transition

- Current teachers and support teachers enter information about the academic, social, and emotional strengths and stretches of each student in the Paradigm information system. This information is shared with the receiving teachers and support staff at GWG.
- GW Graham Secondary Counsellors meet with each Grade 8 class to share information about secondary school, the course options students may choose, and ways students can connect at secondary school.
- Students and parents attend GWG Open House and Parent Information Sessions where they tour the school, learn about class offerings, and connect with staff members.
- LINK Orientation Day in the summer just before school starts so students are familiarized with their new school, meet their LINK Leadership students, and interact positively with their peers.

## School Measures

Attendance Reports

DRT Referrals

Paradigm Data

Articulation Meetings

Class Profiles

## District Measures

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