



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.

Central Elementary Community School
Stheqí XETÁM Sq’o
Central Sockeyes S.W.I.M. Together



Territorial Acknowledgement:
*Ey Kw’esé e’mí, Ts’elxwéyeqw, Pélolhxw
qas te Sémá:th, mestíyeqw te xáxa
témexw, ewólem qas syóys.*

*It is good that you are here, we are
honoured to work, play and learn on the
sacred territory of the Ts’elxwéyeqw
(Chilliwack), Pil’alt and Sémá:th (Sumas)
peoples.*

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’emó:t~
(See EYE yees, LETS – a - thala, 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

*Learning recognizes the role of Indigenous knowledge.
Learning is embedded in memory, history, and story.*

Co-Teaching, small group instruction, and common language for inclusive support for all learners utilizing the Response to Intervention Framework.

- Small group literacy instruction completed by classroom teacher for all grade K-5 students
 - Plan and deliver reading, writing, and Oral Language skills utilizing the Core Competencies
 - Deliver instruction for the inclusion of all learners
 - Provide cross curricular learning opportunities
 - Utilize common language as a school
- Co-Teaching Opportunities
 - Taking place for Tier 1 classroom instruction
 - Adults model core Competencies
 - Consistency between intervention supports and classroom instruction (Resiliency/Learning Assistance/Classroom have common language, routines and structures).
- Develop common language for reading comprehension, writing strategies and oral language skills
 - Plan and develop reading comprehension strategies aligned with the ACT
 - Plan, develop and utilize writing skills continuum
- Support Indigenous learners success & well-being

School Measures

- Team Time provided to staff plan, develop and deliver on these actions
- PM Benchmarks & Running Records
- ACT (Assessment of Comprehension and Thinking)
- Writing Sample
- FSA 4 (Reading/Writing)
- Indigenous specific data



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.

District Measures

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

School Actions

*Learning recognizes the role of Indigenous knowledge.
Learning is embedded in memory, history, and story.*

Co-Teaching, small group instruction, and common language for inclusive support for all learners utilizing the Response to Intervention Framework.

- Small group numeracy instruction completed by classroom teacher for all grade K-5 students
 - Plan and deliver, based on assessments, numeracy skills aligned with SNAP and Core Competencies
 - Deliver instruction for the inclusion of all learners
 - Provide cross curricular learning opportunities
 - Utilize common language as a school
- Co-teaching opportunities
 - Taking place for Tier 1 classroom instruction
 - Adults model Core Competencies
 - Consistency between intervention supports and classroom instruction (ex. Resiliency and classroom have common language, routines, and structures)
- Increase open ended learning opportunities to allow access for all learners
 - high yield math routines
 - increase outdoor learning
 - bring in experts
- Support Indigenous learners success & well-being

School Measures

- Team Time provided to staff plan, develop and deliver on these actions
- Staff to receive training and support with small group numeracy instruction and utilizing SNAP (Student Numeracy Assessment and Practice) resources
- FSA 4 (Numeracy)
- Indigenous specific data



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.

Strategy

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.

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)

School Actions

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Co-Teaching, small group instruction, and common language for inclusive support for all learners utilizing the Response to Intervention Framework.

- Truth & Reconciliation
 - Acknowledge the traditional territory we live, learn and play on
 - Continue to teach from First Peoples Principles of Learning in all areas of the school experience
 - Build staff understanding of First Peoples and local communities
 - Share, learn, and experience Indigenous knowledge, culture, and governance
- SEL & Mental Health Literacy
 - Utilize common language as a school - Zones of Regulation & PBS
 - Teach and provide strategies with Trauma informed practices
 - School wide Social Emotional strategies and practices for students & Staff
- Support for all
 - Instruction for inclusion of all learners
 - Meeting learners where they are at to support their growth
 - All learners and staff have access to supports
- Support Indigenous learners success & well-being

School Measures

- Team Time provided to plan, develop and deliver on these actions
- Student Learning Survey grade 4 EDI (Early Years)
- CHEQ (Kindergarten)
- Indigenous specific data



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.

District Measures

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

School Actions

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Co-Teaching, small group instruction, and common language for inclusive support for all learners utilizing the Response to Intervention Framework.

- Target Early Years Learning
 - Create connections with Families to welcome and build sense of belonging to Central (PALs)
 - Intentional instruction: Oral Language and Literacy skills
 - Work with early years hub consisting of StrongStart, Pre-school, Seamless Day, Family Navigator and Family Place
- Transitions throughout Elementary
 - Support students to be successful with change with intentional instruction of SEL and resiliency practice
 - Ensure every child has a meaningful connection to an adult in our building
 - Create opportunities to practice problem solving and critical thinking skills (Core Competencies)
- Transition to Middle School
 - Commit to a collective responsibility of our learners
 - Build connections with Family of Schools – CMS & CSS
 - Continue with multiple CMS connections
 - Share information of student needs – Transition Meetings & follow up by Family Of Schools Counsellor
- Support Indigenous learners success & well-being

School Measures

- Team time provided to plan, develop and deliver on these actions
- Grade to Grade Transition Data
- Behaviour Data Tracking
- Attendance Rates
- Indigenous specific data



Our Core Values

We provide a learning and working environment where these core values are central to all that we do.



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.