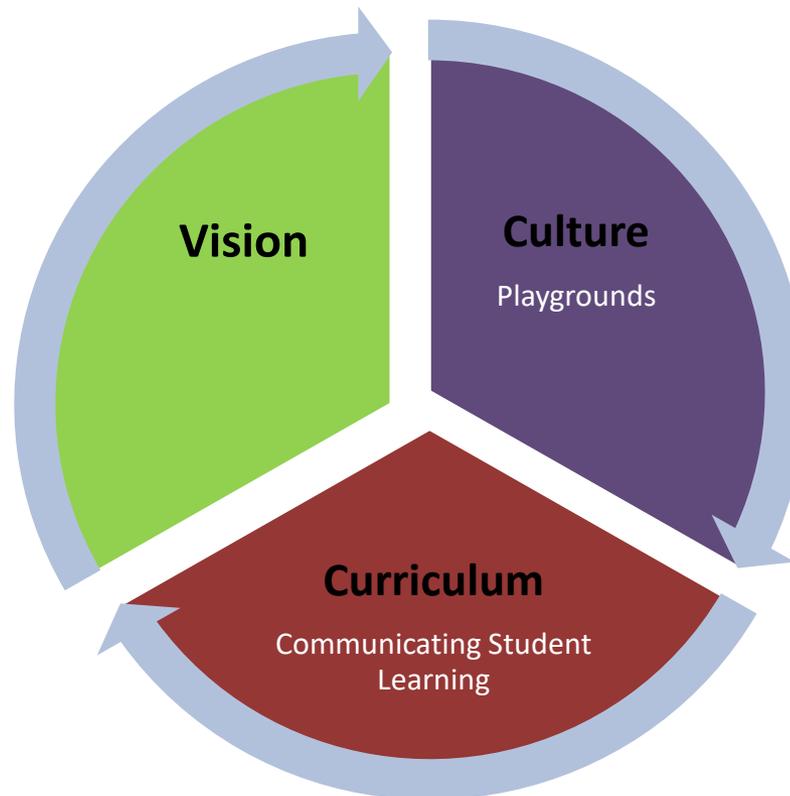


Elementary Reconfiguration A Kindergarten to Grade 5 Model



Re- Vision

Moving towards in a Kindergarten to Grade 5 model
and away from Primary and Intermediate

Principal Response:

“Having the grade three teachers as a part of the upper elementary conversations has also pushed the literacy and numeracy agendas forward with our Grade 4 and 5 teachers; we definitely have teachers from K-5 talking about and understanding PM levels and other best practice measures, which is a win in itself.”

Parent Response:

“Parents at PAC meetings and in informal conversations have all agreed that having a K-5 and 6-8 model has been a good thing, and not at all a scary as they had initially been worried about, particularly those parents who have students both here and in Middle School. They have noticed the positive culture changes in our school, and also for those who also have students at Middle School.”

A Changed Culture in K – 5 schools

*“The culture of the school has similarly changed, with there only being a split in upper and lower grades for things that are **developmentally appropriate** (field trips, resources, etc.). The times where we do split have been a nice change as well, with the split line now being between grades two and three.”*

*“We are seeing significantly more **non-grade aligned collaborative practice** with teachers and students from all grade levels partnering up on learning activities (STEM/Maker/PBL/etc.) well beyond the traditional “buddy class” model.”*

*“The **social interactions** between students across grades **has greatly increased**, which has positively impacted our school culture.”*

Culture Continued...

- **Student Leadership**

“... our *Grade 4 and 5 students* have stepped into leadership roles at our school. They *bring a high level of excitement, interest and passion* for the different roles”

- **Playgrounds**

“The playground culture was initially the biggest change, with a *much calmer feel, kids acting like kids*, and somewhere close to 50% less discipline flowing to the office during the course of unstructured playtimes.”

“On the playground at recess and lunch, students have *organically started to self-select where they play*; removing the primary/intermediate playground line.”

Curriculum & Communicating Student Learning

*“While our academic focus on literacy (reading) acquisition has not changed, what did change was that we **stopped looking at where Primary ends and Intermediate begins.**”*

*“**Small group instructional practice that is purposeful and targeted is alive across all grades.**”*

*The K – 5 model, allows us to see our schools as a “whole” rather than fragmented or isolated silos of learning. **The K-5 model will support school-wide learning initiatives based on research based instructional practices. A change in a model or system, provides an opportunity to re-envision the new model and move away from traditional practices, that may not have been focused on a student - centered learning design***

Curriculum & Communicating Student Learning

IN 2018-2019, CHILLIWACK SCHOOL DISTRICT (KINDERGARTEN TO GRADE 5) REPORT CARDS WILL **MOVE AWAY FROM REPORTING WITH LETTER GRADES, AND WILL FOCUS ON COMMUNICATING THE CONTINUUM OF LEARNING WITH SPECIFIC PERSONALIZED COMMENTS.**

Beginning	Developing	Applying	Extending
to acquire knowledge, skills, strategies and processes. With support, student is beginning to understand grade level concepts and competencies.	the ability to apply knowledge, skills, strategies and processes. Student is further developing their understanding of grade level concepts and competencies, but still requires support.	knowledge, skills, strategies and processes consistently. Student is working independently and is meeting grade level concepts and competencies.	knowledge, skills, strategies and processes creatively and strategically. Student can apply concepts and competencies innovatively in another context.



Questions