

SCHOOL GROWTH PLAN 2025-2029

Our Purpose: Honouring, Shaping and Inspiring our Past, Present and Future

We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

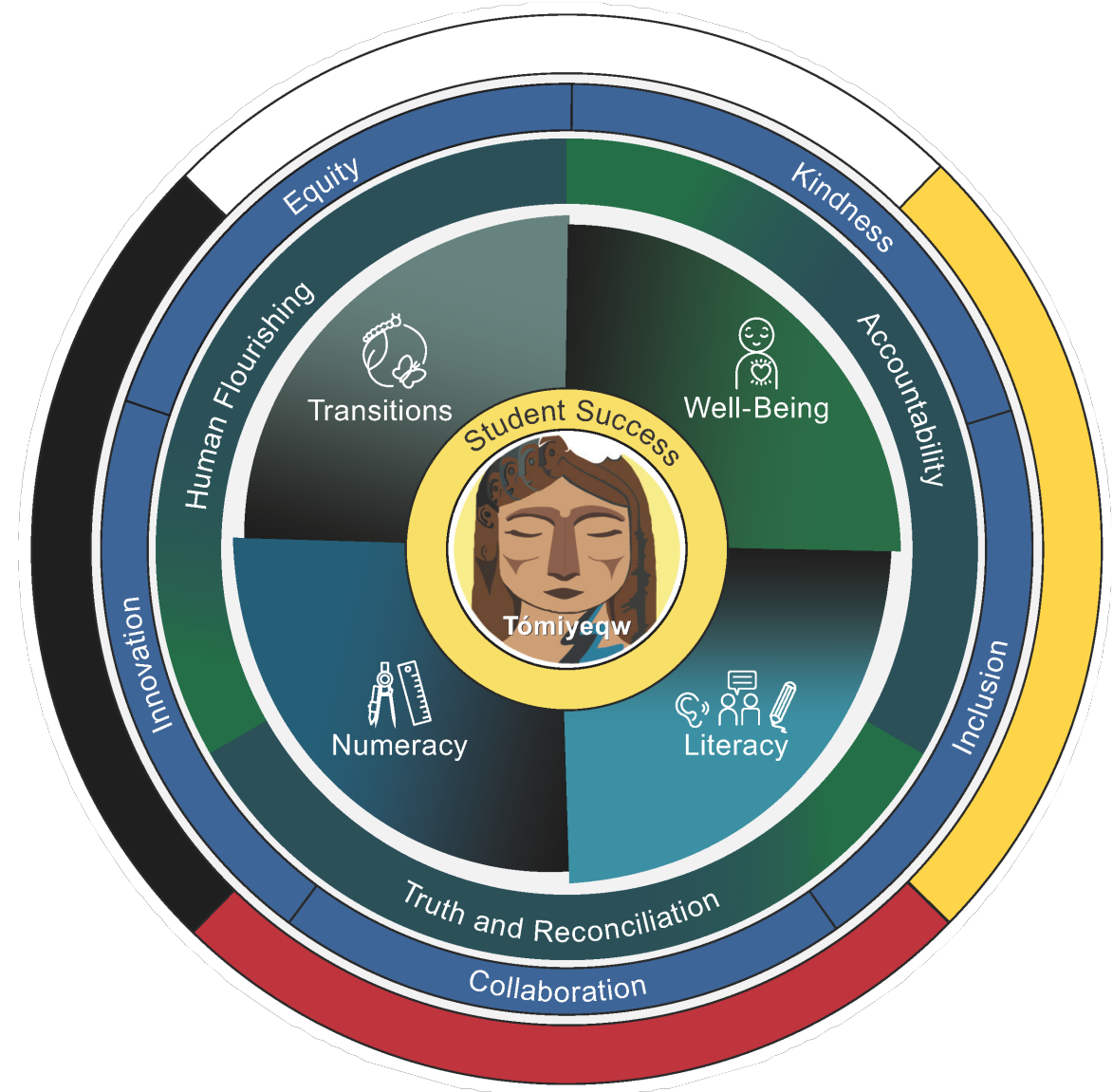
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

About the Framework

The framework helps tell the story of Chilliwack School District's purpose and vision.

The framework is a series of concentric circles which speak to the circles of care that we practice in our work. The medicine wheel sits in the outer ring. It represents the cardinal directions and the four quadrants of self: physical, mental, emotional and spiritual. The inner rings hold our values, strategic priorities, and goals. The innermost ring is student success – the priority we hold above all others.

At the heart of the framework is an illustration by artist Carrielynn Victor. It represents the concept of Tómiyeqw -- the generational lens with which we make decisions.



Tómiyeqw

The Coast Salish philosophy behind Tómiyeqw guides people to think deeply about any action, or inaction, they take. Tómiyeqw expresses the responsibility and connection Stó:lō people have to the seven generations past and future. Tómiyeqw reminds us to think beyond our own lifetimes and act with care for future generations.

East Chilliwack Elementary





LITERACY GOAL

Literacy is the foundation for learning. It creates a connection to each other and the world. Literacy can be a source of joy. We will: Empower learners to access knowledge, express ideas, think critically and communicate in various ways.

Student Success

High Quality Instruction

We deliver inclusive, culturally responsive, and evidence-informed literacy instruction and assessment that supports diverse learners and aligns with the BC competency-based curriculum.

Evidence Based Decisions

We use district and classroom assessments to monitor student progress, guide instructional planning, and analyze disaggregated data to identify and reduce gaps in achievement.

Timely Targeted Interventions

We provide early and responsive multi-tiered literacy supports and access to high-quality resources and professional learning to meet student needs.

School Actions

- **Goal area focus: improving the quality of our students' writing and engagement in writing is our goal area this year**
 - Story Workshop, Writer's Workshop, daily writing, fiction and non-fiction writing, letters, comics, etc.
 - District curriculum literacy teacher to team teach and collaborate around our writing goal
 - Collaboration and professional development and school wide common language.
- Elementary Literacy Collaboration
- Whole class and small group targeted instruction
- Daily 5 rotations; Read to Self, Read to Others / Buddy Reading
- Morning messages
- Heggerty (K and Gr. 1)
- Fluency folders
- Word Detectives
- Words Their Way to support spelling
- Interactive read alouds
- Power Words (109)
- Word Morphology
- Daily reading strategies (comprehension)
- Secret Stories
- RAZ Kids
- Super Reader Program
- Printing Like a Pro
- Talking Tables, Moe the Mouse, SWAP
- Using E-Insight to make data-based decisions for support and programming

School Measures

List literacy measures

- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)
- FSA – Grade 4
- Assessment binder
- Hearing and recording sounds
- Phonemic and Phonological Awareness
- Spelling Inventory
- Writing samples
- CORE team meetings, class profile meetings

District Measures

- PM Benchmarks
- FSA 4 (Reading and Writing)
- ACT
- District Assessment Binder
- Writing sample
- Spelling Inventory



NUMERACY GOAL

Numeracy is the ability to understand, interpret, and work with mathematical concepts. Developing number sense builds confidence, curiosity and supports everyday problem solving. We will: support learners to understand, apply and communicate mathematical concepts, processes and skills to solve problems and engage in the world around us in creative ways.

Student Success

High Quality Instruction

We deliver inclusive, culturally responsive, and evidence-informed numeracy instruction and assessment that supports diverse learners and aligns with the BC competency-based curriculum.

Evidence Based Decisions

We use district and classroom assessments to monitor student progress, guide instructional planning, and analyze disaggregated data to identify and reduce gaps in achievement.

Timely Targeted Interventions

We provide early and responsive multi-tiered numeracy supports and access to high-quality resources and professional learning to meet student needs.

School Actions

- We are continuing to build on the work we did last year with our goal: ***for our students to show growth in their number sense skills, specifically with reasoning and analyzing.***
 - Whole class and small group targeted instruction; differentiated instruction
 - SNAP lessons
 - Number line games and focused lessons
 - Esti-Mysteries, SPLAT, Sumdog, Coast Metro math website for lesson and strategies
 - Calendar and morning routines; Number Talks; whiteboards; games; number lines
- Counting collections
- WODB (Which One Doesn't Belong activities)
- Good Questions booklet (mental math strategies; whiteboard work)
- Teaching numeracy with concrete manipulatives, representation, and abstract concepts
- Review of manipulatives available and supply needed items as identified (math cupboard)
- 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).
- Collaboration between grades
- Focus on cross curricular and real-world activities; outdoor math learning
- Use River and Forest SNAP activities with Kindergarten and Grade One students
- Numeracy support teachers to collaborate and team teach with classroom teachers
- Entrepreneur Fair (financial literacy)
- Develop common understanding of evidence-based Tier 1 and Tier 2 instruction and intervention.
- Implementing more commonly aligned understanding and focus on student math development after receiving in-services through the Numeracy Collaboration Project (2024-2025)

School Measures

- FSA – Grade 4
- SNAP
- Math fact fluency assessment
- Observations
- Formative assessments for ongoing lesson planning and development

District Measures

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



WELL-BEING GOAL

Well-being embraces the whole person including their physical, emotional, mental, and spiritual health. We will create environments in which everyone feels safe, supported, and valued. We will care for ourselves, each other, the community, and the land.

Student Success

High Quality Instruction

We integrate social emotional learning, mental health literacy, and Indigenous ways of knowing into daily instruction to foster identity, belonging, and a culture of care.

Evidence Based Decisions

We use student, staff, family, and partner voice, well-being surveys, and school-based data to understand experiences of safety, connection, and belonging, informing practices that support the whole learner.

Timely Targeted Interventions

We provide responsive supports that address barriers to well-being – including mental health, bias, and marginalization – through school and district-based services, staff collaboration, and community partnerships.

School Actions

Goal area this year: strengthen students' sense of belonging and sense of well being at ECE by embedding social-emotional learning and well being into classroom routines and instructional practice to strengthen students' sense of well being and support safe and positive learning environments

- Strategies: Supporting teachers and providing collaboration time for class profiles and staff check ins (Future strategies) Work towards an alignment of SEL resources and strategies across the school to ensure consistency and a shared language for staff and students (ex. Zones of Regulation)

- Roots of empathy
- CALM program
- Breakfast/lunch program
- School matrix & PBS (SOARS) / teaching WITS
- School assemblies
- Morning meetings; circle meetings
- Soft starts; play-based activities
- Body breaks; yoga; breathing and calming techniques
- "Own It" program
- Self-reflections and assessments
- Peer leaders and big buddy activities
- Recycling program (helping jobs in the school)

Staff Wellbeing:

- Staff wellness committee
- Staff retreat and team building

Future School Actions:

- Angela Murphy – SEL – Wonder Pup book presentations
- CALM classrooms
- Trauma informed training

School Measures

List well-being measures

- EDI
- MDI
- Student learning survey
- Behaviour support plan
- E-Insight for behaviours
- Student and parent conferences
- Observations
- SBT referrals
- Check and Connects

District Measures

- EDI
- MDI
- Student Learning survey



TRANSITIONS GOAL

Each student experiences changes that bring new challenges, expectations, and opportunities. Well planned transitions involve preparation, communication, and collaboration. We will plan successful transitions for students as they move from early years into adulthood in collaboration with families, staff, and community.

High Quality Instruction

We plan and provide developmentally responsive and culturally sustaining instruction that fosters continuity and connectedness during key transitions across the pre-K-12 journey and beyond.

Evidence Based Decisions We collect, analyze, and monitor student transition data – such as attendance, engagement, and learning – and collaborate within and across schools and partners to align plans and create shared understanding of student learning and well-being needs to support graduation pathways.

Timely Targeted Interventions

We implement meaningful supports during transitions through collaborative conversations and planning between students, staff, family and partners to provide connected pathways through pre-kindergarten to graduation and beyond

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 / K intake interviews
- First week of school – students start with their last year’s teacher; rotations through teachers
- Student information page for families to complete for teachers
- Continue sharing of information with Child Development Center for incoming kindergarten students
- Green File information for grade-to-grade transitions
- Meet the Teacher BBQ for community connections and relationships
- Grade meetings at beginning of school year for transition of information between teachers.
- Early transition meetings for students with social/emotional or other needs at the receiving middle school (Pretransition supports)
- Grade 5s participate in Gym Blast
- Meet with middle school LA/RT/counseling and admin teams to share information for all students – transition/articulation meetings
- Peer helpers and buddy classes – multi grade activities to foster a sense of belonging and cross school learning opportunities
- Classroom walks and visits (for the following year)
- Career Education – opportunities for students to explore their individual talents, interests and skills, connect these attributes to their goal planning (core competency reflections)

School Measures

List transitions measures

- Early Years events – participation rates
- Attendance rates/data
- E-Insight data
- Green file data from grade to grade
- Student self reflections

District Measures

- Grade to grade transition data
- 5 and 6 Year Completion Rates (Graduation)
- Attendance rates
- District Early Years events



Chilliwack
School District

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.

OUR MOTTO:

Partners in Learning

Students, parents, guardians, caregivers, staff, First Nations, Rights Holders, Inuit, Métis, community members and organizations are important members of our education community and partners in learning with the Board of Education.

PURPOSE:

Honouring, Shaping and Inspiring our Past, Present and Future

We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

We're committed to truth, reconciliation, lifelong learning, and shared responsibility for the future.

