SCHOOL GROWTH PLAN 2025-2029

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

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

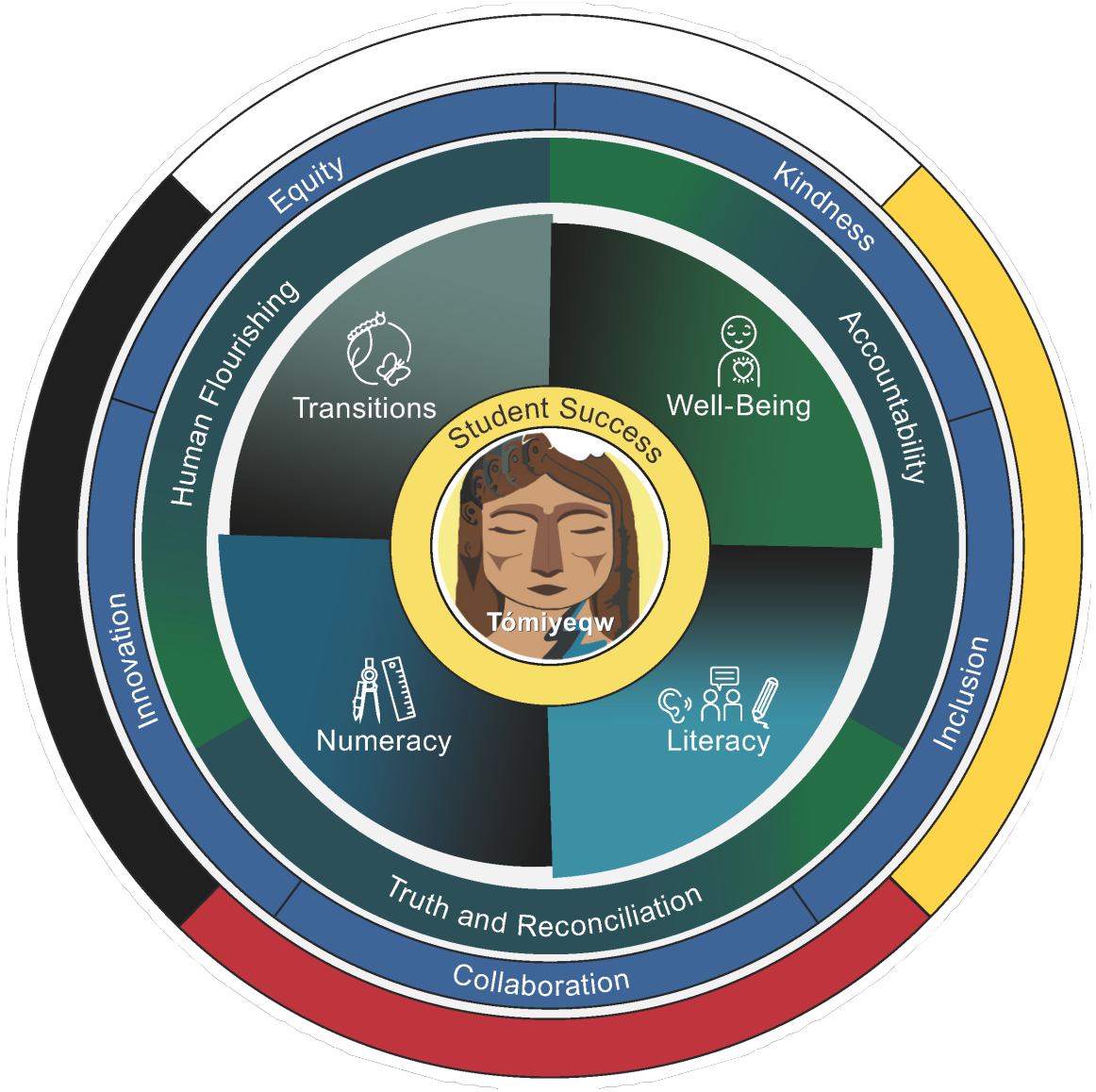
We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

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.



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: improve the quality and quantity of our students' writing and engagement in writing**
  Strategies: Story Workshop, Writer's Workshop, daily writing, fiction and non-fiction writing, letters, comics, etc. Last year the District curriculum literacy teachers team taught and collaborated around our writing goal with an All About Books project focused on non-fiction writing. We will continue to use collaboration, professional development and school wide common language to support this goal area.

- 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)
- UFLI (K, Gr. 1 and intervention work)
- 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 EdPlan 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
- RTI EdPlan data

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 continue to build on our goal: ***for our students to show confidence and growth in their number sense skills, specifically with reasoning and analyzing.***

  Implementation strategies:
  whole class and small group targeted instruction; differentiated instruction SNAP lessons
  SNAP and Math Fact Fluency to guide instruction
  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
- Clear communication between intervention teachers and classroom teachers
- Focus on cross curricular and real-world activities; outdoor math learning
- Use River and Forest SNAP activities with Kindergarten and Grade One students
- Invite 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 interventions.
- Jump Math (Grade 4 and 5)

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' self-regulation strategies at ECE by embedding social-emotional learning and well being into classroom routines and instructional practice to create safe and positive learning environments

- Strategies: Support teachers and provide collaboration time for class profiles and staff check ins

Work towards an alignment of SEL resources and strategies across the school to ensure consistency and a shared language for staff and students, through professional development learning with CALM Classrooms Modules (Angela Murphy and CCI) and EASE program.

- CALM program
- "Own It" program
- School matrix & PBS (SOARS) / teaching WITS
- Breakfast/lunch program
- School assemblies - virtues lessons
- Morning meetings; circle meetings
- Soft starts; play-based connecting activities
- Body breaks; yoga; breathing and calming co-regulation techniques
- Self-reflections and assessments
- Peer leaders and big buddy activities
- Feather Fridays (multi-grade groups) to promote community and a sense of belonging

Staff Wellbeing:

- Staff wellness committee
- Staff team building
- Check ins and class profiles meetings so teachers feel suppported

School Measures

List well-being measures

- EDI
- MDI
- Student learning survey
- Behaviours forms
- 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.

Student Success

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

• Goal area focus: improve and strengthen processes for class placements from year to year, to ensure pertinent information about students is shared for smoother transitions between grades.

- 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
- Feather Fridays - community building 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
- EdPlan 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.

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