



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.

Central Elementary Community School



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.

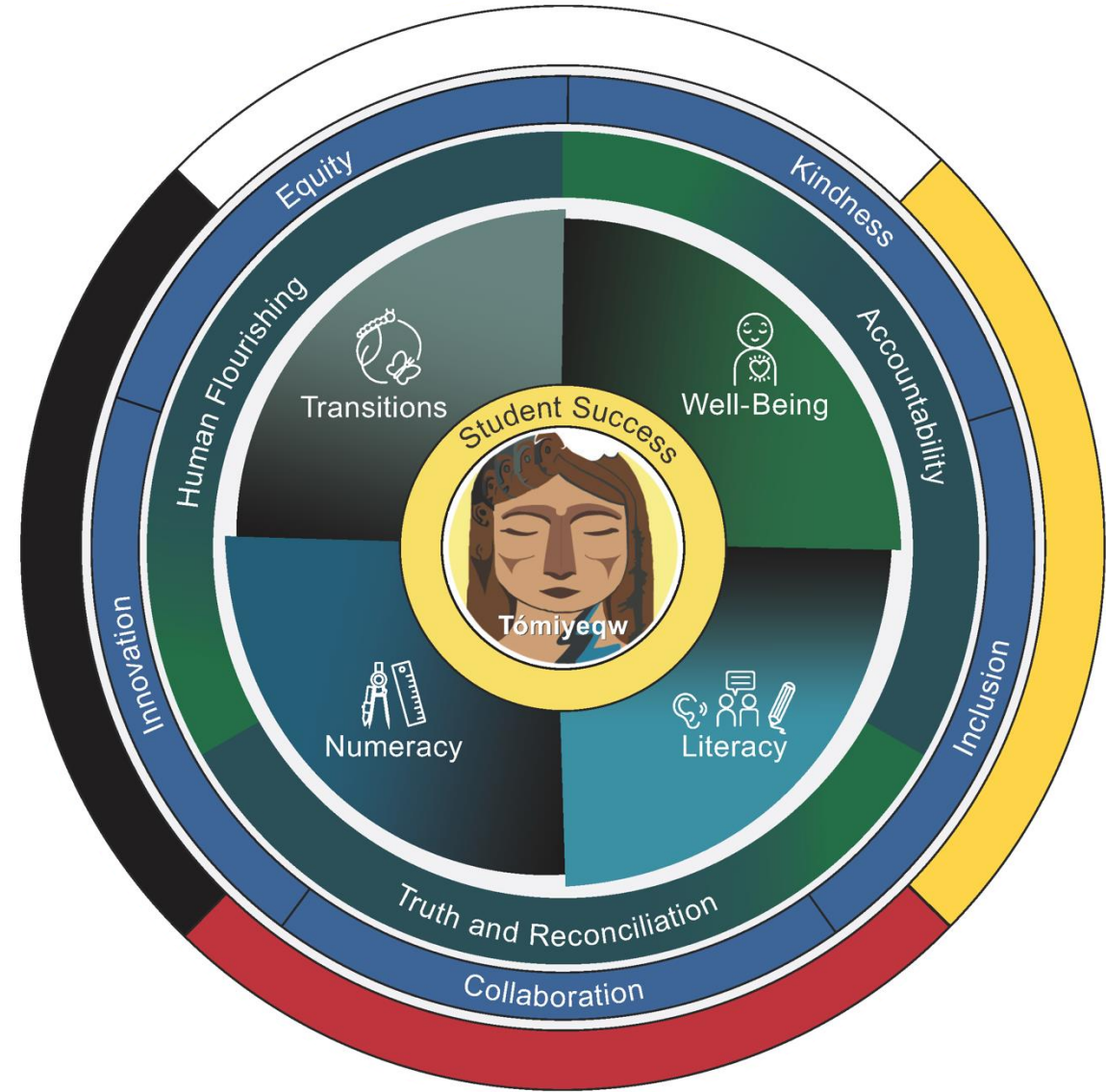
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.





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

1. Development and implementation of structures and routines to support literacy
2. Triangulation of Evidence
 - Use observation, product and conferences to learn more about students. What do students know? What do they need to know? What do I as an educator need to know about the students? How are we going to plan for learning? How might we monitor learning?
 - Classroom, district, and provincial assessments
 - Transition data
 - School/class/student profiles

Way to...

- In-service to continuing building on instructional practices by ELC teacher and District team
- Staff Meetings and school Team Time will have time set aside to share practices around strong Literacy instruction, review data, review class reviews
- Learning Support team looking at data and collaborate with classroom teacher around how Learning Support is provided
- Team teaching to support multi-model learning through ELC teacher, ELL teacher and Learning Support Teachers

School Measures

- Participation in Elementary Literacy Collaboration
- Learning Support Team meetings to look at student growth and then in collaboration with classroom teacher, see where learning support is needed
- Using school Team Time to discuss students learning
- Teacher Librarian is sharing information with school around SORA
- Class review meetings to discuss class make up and supports

District Measures

District Assessments:

- Phonological Awareness
- Phonemic Awareness
- Letter & Sound ID
- PM Benchmarks
- ACT
- Word Inventory
- FSA



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

1. Development and implementation of structures and routines to support numeracy
2. Triangulation of Evidence
 - Use observation, product and conferences to learn more about students. What do students know? What do they need to know? What do I as an educator need to know about the students? How are we going to plan for learning? How might we monitor learning?
 - Classroom, district, and provincial assessments
 - Transition data
 - School/class/student profiles

Way to...

- In-service to continuing building on instructional practices
- Staff Meetings and school Team Time will have time set aside to share practices around strong Numeracy instruction, review data, review class reviews
- After-School Collaboration
 - school teachers are participating in Math focused collaboration

School Measures

- Follow up conversations around learning from Elementary Numeracy Collaboration
- Using school Team Time to discuss students learning
- Class review meetings to discuss class make up and supports

District Measures

District Assessments:

- SNAP
- FSA



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

- Training and coaching on trauma informed approaches
- Professional learning and resources for SEL, class profile development and PEACEful classrooms/schools
- Professional learning on supportive learning environments with student services (staff meeting, pro D, collab)
- Highlight SEL curriculum and MHL across courses and contexts
- Provide opportunities in classrooms for regulation (structures and routines)
- Support teachers to develop learner and class profiles to inform instruction, SEL and Positive Behaviour Supports (Tier 1, 2, 3).
- Use FBAs to create Positive Behaviour support plans

Way to...

- Professional Development:
 - Angela Murphy
 - guest speaking at staff meetings
 - all staff are working through Calm Classroom training
 - SBT/CORE team members are participating in HeART training
 - Anti-Racism Training
 - as a staff worked through learning modules
 - shared learning resources
- Resources
 - compiling resources that can be accessed in Tier 1, 2 and 3
 - supports that can be provided by CYCW and Counsellor
- District Resources
 - collaborating with District Support teams such as MHBT around supports for classroom teachers and students
 - collaborating around creating plans

School Measures

List well-being measures

- Student Learning Survey
- Attendance Data
- EDI/MDI data
- ISWI/EIRP, WVIR, Positive Behaviour Plan data
- Qualitative Data:
 - Team Time
 - Class reviews

District Measures

- Student Survey Data – EDI, MDI, CHEQ
- 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

- Ensure insight transition information is complete and incorporated into classroom profiles
- Ensure school wide events allow students/families to engage with the new classroom/school
- Ensure families are receiving information regarding Kindergarten transitions
- Provide Pre-transition meeting/tours for identified students
- SBT meetings for students with complex needs that include school, district, community partners (CDC, FVCDC, etc.)

Way to...

- Transitions into Kindergarten
 - participate in district programming
 - communication to parents around school/district opportunities regarding pre-K events
- Transitions between Grades
 - use team time, insight transition notes, staff meetings to share information around students
- School Community Connections
 - have school events to invite families into the school i.e. back to school events

School Measures

List transitions measures

- Attendance data
- Event participation data
- eINSIGHT data completion for transition notes
- staff meeting conversations around home/school communication

District Measures

- eINSIGHT transition data



Chilliwack
School District

VISION: *Syós:ys lets'e th'ále, lets'emó:t*

(See EYE yeets 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.

