Chilliwack School District

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.

Sardis 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.

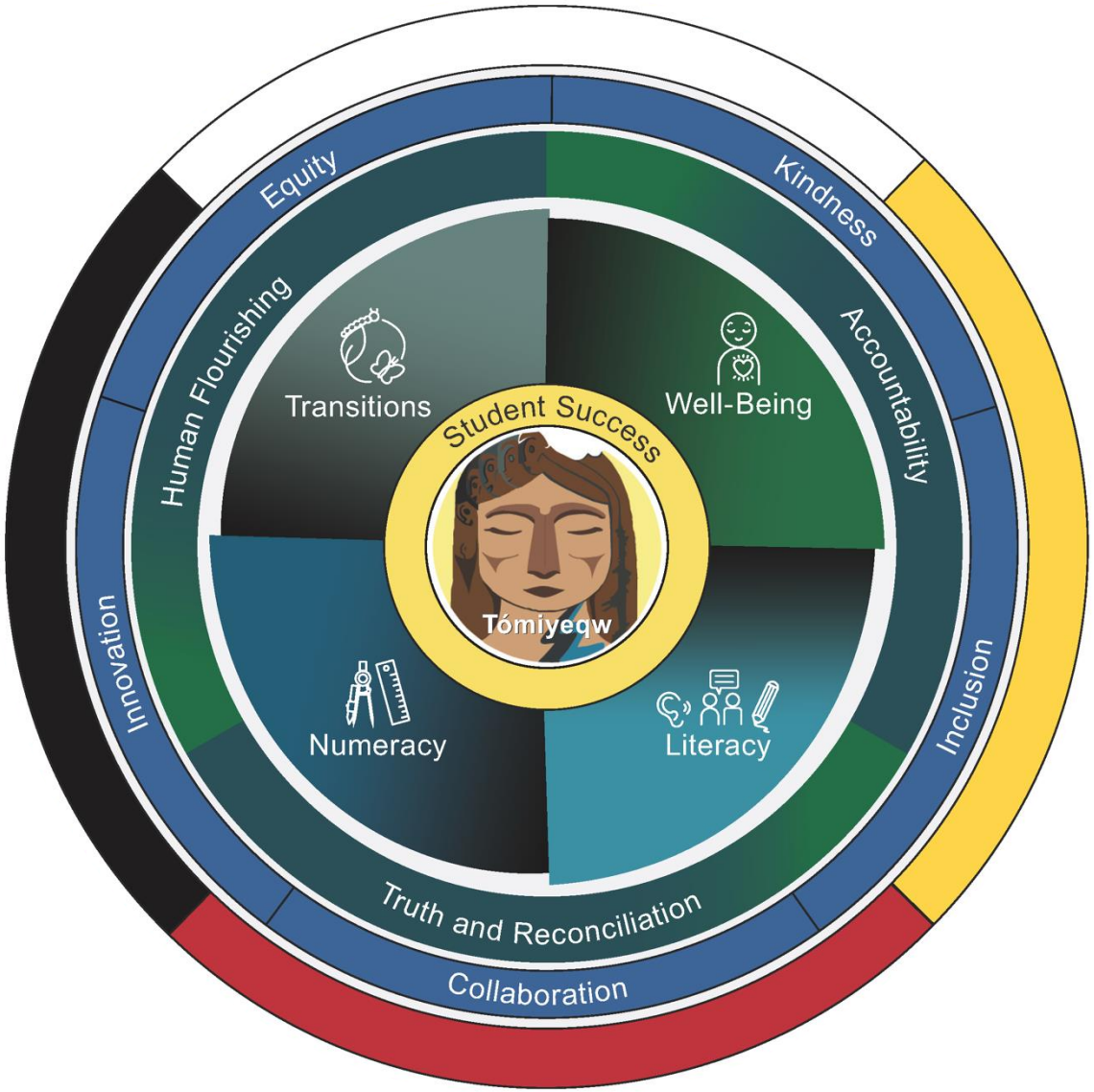
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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

Implement practices for Universal Design for Learning; providing multiple ways of engaging learners, representation (delivery of learning), and expressing learning.

- We will collaborate with the Curriculum Department's Elementary Literacy Team to enhance student outcomes in literacy
- Use Alpha Buddies and Word Wizards with early primary students to strengthen letter identification and sounds as well as phonemic awareness
- Collaboration with Indigenous Education Department staff; class presentations
- Strengthen vocabulary through direct instruction and school-wide rotating Word of the Interest in English and Halq'eméylem
- Regular collaboration with our School Based Team to monitor student progress and provide support

School Measures

- Learning Support Team
- RTI collaboration meetings
- Class profiles
- Teacher collaboration time
- CBIEP/SBT meetings
- Staff meeting learning sessions
- ELC support co-teaching
- Continuous School Improvement Assessment

District Measures

- Concepts of Print
- Phonemic Awareness
- Letter and Sound ID
- Word Inventory
- PM Benchmarks
- ACT
- 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

Implement practices for Universal Design for Learning; providing multiple ways of engaging learners, representation (delivery of learning), and expressing learning.

- Collaborate with the Curriculum Department's Elementary Numeracy Team to enhance student outcomes in numeracy
- Create a Numeracy Bulletin Board with rotating activities for students to engage with
- Focus on daily high yield routines in classrooms
- Organize a Math Week with an opportunity for a parent evening to learn more about ways to build numeracy skills

School Measures

- Fact Fluency assessment
- Resource sharing through Monday Memo
- Class profiles
- Teacher collaboration time
- CBIEP/SBT meetings
- Staff meeting learning sessions
- Resources provided in weekly staff memo
- Continuous School Improvement Assessment

District Measures

- River SNAP
- Forrest SNAP
- SNAP

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

Embed Social Emotional Learning (SEL) and well-being into classroom instruction and routines.

- Collaborate on CBIEP strategies for classroom instruction
- Align our school code of conduct with trauma-informed, anti-racism, anti-bullying, and anti-harassment principles; school PBS team to review and update our school Matrix
- Highlight SEL curriculum across courses and contexts; monthly activities provided to staff by our counsellor for use with students and classes
- Review class profiles with the School Based Team to plan for supports
- Provide opportunities in classrooms for regulation (structures and routines), working collaboratively with CYCW, Counsellor, Resource Teacher, and Indigenous and Special Needs Education Assistants as well as in the Next.
- Enhancing opportunities for outdoor learning in collaboration with our PAC
- Clubs and school sporting opportunities (ie. chess club, art club, choir, yearbook club, cross country, track and field, and rainbow club)

School Measures

- Wonder Pups/Angela Murphy resources
- Classroom profiles
- Anti-racism modules completed by all staff
- FOS In-Service training
- Collaboration time
- Staff meetings
- Framework for Well-being

District Measures

- EDI and MDI data
- Student Learning Survey
- CHEQ 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– 6 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

Foster belonging through cross-grade and cross-school learning opportunities.

- Ensure school wide events allow students/families to engage with the new classroom/school (Meet the Teacher Open House, early dismissal conference days)
- Big/Little Buddies created to develop relationships between older and younger students
- Peer Leader jobs (ie. lunch monitors, primary playground helpers, spirit days)
- Partner relationship with Sardis Secondary and Pen Pals at other elementary schools
- Ensure CBIEPS include a transition goal with objectives and strategies tied to classroom learning
- Provide opportunities for those coming into Sardis and those leaving to feel supported in the transition
- Grade 5s to visit VMS for an orientation and some students go back for a small group visit at a later time

School Measures

- Ready Set Explore for 3- and 4-year olds
- Kinderfair for incoming Kindergarten students
- Getting to Know You family surveys
- CDC and FVACFSS transition meetings
- VMS articulation meetings
- CBIEP meetings
- SBT meetings

District Measures

- EdPlan assessment and reporting information for all grades

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.

