

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.

Little Mountain Elementary



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.

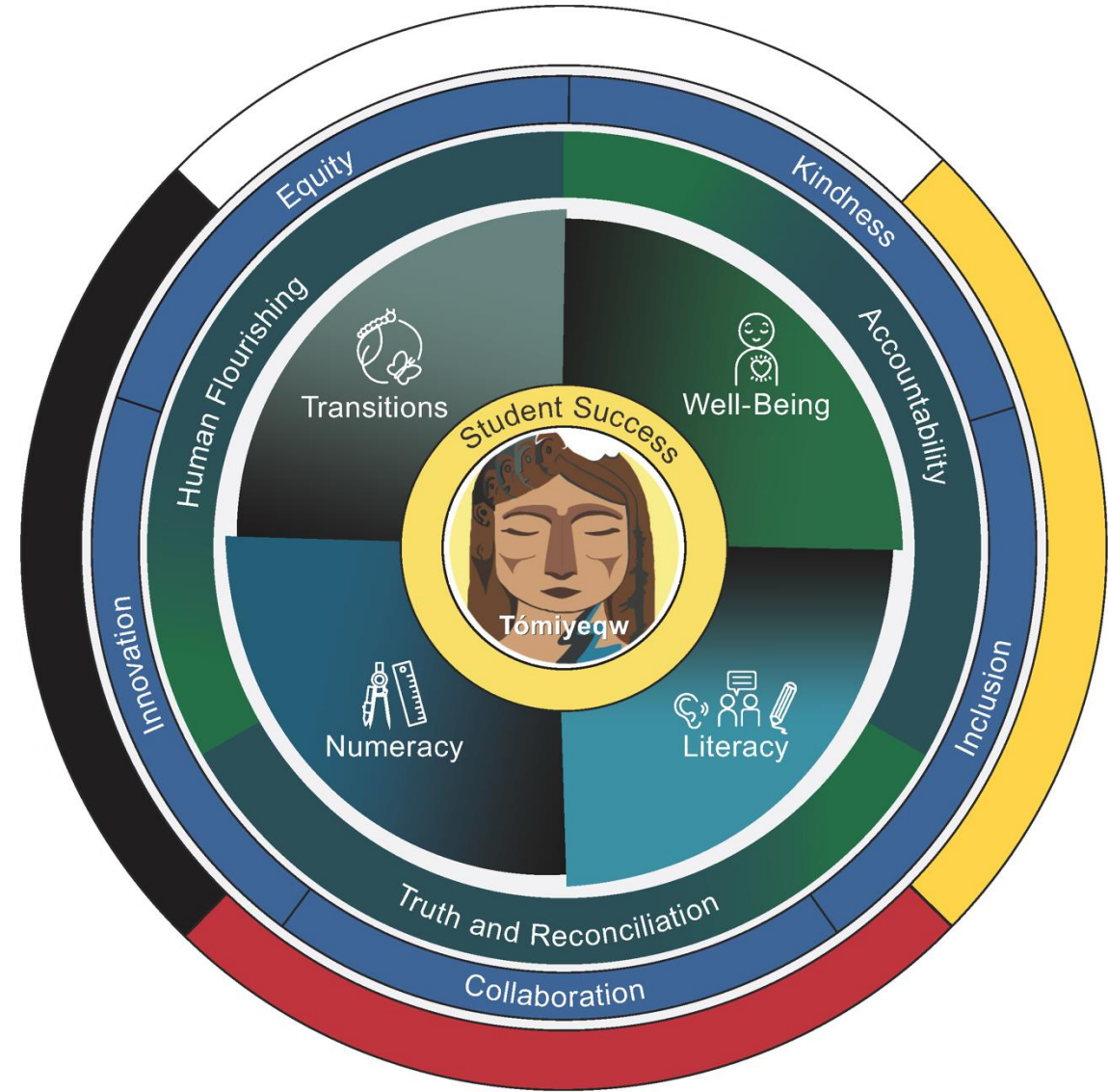
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

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

By building a shared understanding and consistent use of the writing framework, our school will ensure that every student receives high-quality writing instruction that supports growth and confidence as a writer.

Actions:

- Engage in a teacher collaboration project focused on strengthening writing instruction and ensuring a clear progression of writing skills across grade levels.
- Build a shared understanding of the writing framework through ongoing collaboration and professional learning.
- Integrate principles of Universal Design for Learning to ensure writing instruction meets the needs of all learners.
- Strengthen early writing foundations by implementing a consistent letter formation program.
- Use assessment data to inform instruction and guide next steps for student learning.
- Provide targeted support within Tier 1 and Tier 2 instruction to enhance student progress and confidence in writing.
- Implement a consistent writing assessment tool (proficiency scale) to align assessment practices and support accurate measurement of student growth.

School Measures

- Class Profiles
- School Wide Write
- SWAP
- ACT
- FSA
- Assessment Data (% students proficient/extending)
- Whisker Wednesday Writing Sample (student voice)

District Measures

- School Wide Write
- SWAP
- ACT
- FSA
- Assessment Data



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.

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

Our school will deepen understanding and consistent use of the numeracy framework to support student growth and confidence in mathematics.

Actions:

- Build a shared understanding of the numeracy framework through ongoing collaboration and professional learning.
- Engage in a teacher collaboration project focused on understanding the key concepts and experiences students need before progressing between grade levels.
- Increase staff confidence and consistency in using math manipulatives by exploring available resources and their use across grade levels.
- Strengthen number formation skills through targeted practice and support.
- Implement “problems of the week” for primary and intermediate students to promote mathematical thinking and engagement.
- Use assessment data to inform instruction and identify next steps for student learning.
- Integrate Universal Design for Learning principles to ensure math instruction meets the needs of all learners.
- Provide targeted support within Tier 1 and Tier 2 instruction to enhance student progress and confidence in mathematics.

School Measures

- Class Profiles
- SNAP:
 - Number Sense (grades 2-5)
 - Operations (grades 2-5)
 - River SNAP (Kindergarten)
 - Forest SNAP (grade 1)
- FSA
- Assessment Data (% students proficient/extending)
- Whisker Wednesday Math Sample (student voice)

District Measures

- SNAP
- FSA
- Assessment Data



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.

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

Our school will foster a culture of well-being by developing a Well-Being Committee to gather data, guide planning, and support the social, emotional, and cultural growth of all students and staff.

Actions:

- Establish a Well-Being Committee to gather data, identify needs, and plan for school-wide growth.
- Implement programs such as Strong Kids to build students' social and emotional skills.
- Support students in learning about and reflecting on the province's Core Competencies as part of their personal growth and self-awareness.
- Embed the First Peoples Principles of Learning in classroom and school-wide practices to promote holistic learning and connectedness.
- Celebrate cultural diversity and inclusion through school-wide learning and recognition of various traditions and holidays.
- Use surveys and other feedback tools to gather staff and student voice about well-being needs and experiences.
- Engage staff in collaborative discussions and planning to strengthen collective understanding and promote positive school culture.

School Measures

- Class Profiles
- Student Surveys (MDI)
- Staff Surveys
- Behaviour and Office Referrals
- WVIR Data
- Core Competency Self-Reflections
- CBIEPs
- Core and SBT Meetings

District Measures

- Student Surveys (MDI)
- WVIR Data
- CBIEPs
- DRT Referrals



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

Our school will strengthen transitions for students entering kindergarten, moving between grades, and transitioning to middle school by implementing and aligning practices with the district's Timeline of Transitions.

Actions:

- Align school practices with the district's Timeline of Transitions to ensure smooth, supportive transitions at all levels.
- Support incoming kindergarten students through programs such as *StrongStart*, *Ready, Set, Explore*, and *Kinderfair* to help children and families become familiar with the school environment.
- Gather information through parent questionnaires and meetings with community partners, such as the Child Development Centre (CDC), to support individual needs prior to school entry.
- Provide a gradual kindergarten entry process that includes opportunities for families to meet with teachers and build early connections.
- Collaborate with middle schools through articulation meetings, student visits (e.g., Gym Blast), and staff introductions to support Grade 5 students as they prepare for their next stage.
- Use tools such as E-Insight to share relevant student information and assessment data that inform transition planning.
- Support transitions between grades by collaboratively planning class placements and ensuring continuity of learning through shared assessment information and transition cards.

School Measures

- Report Cards
- E-Insight Data
- Transition Cards
- Green Files
- CBIEPs
- Student Surveys (MDI)

District Measures

- E-Insight Data
- CBIEPs
- Student Survey Data (MDI)
- DRT Referrals



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.

