



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.

École Cheam 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.

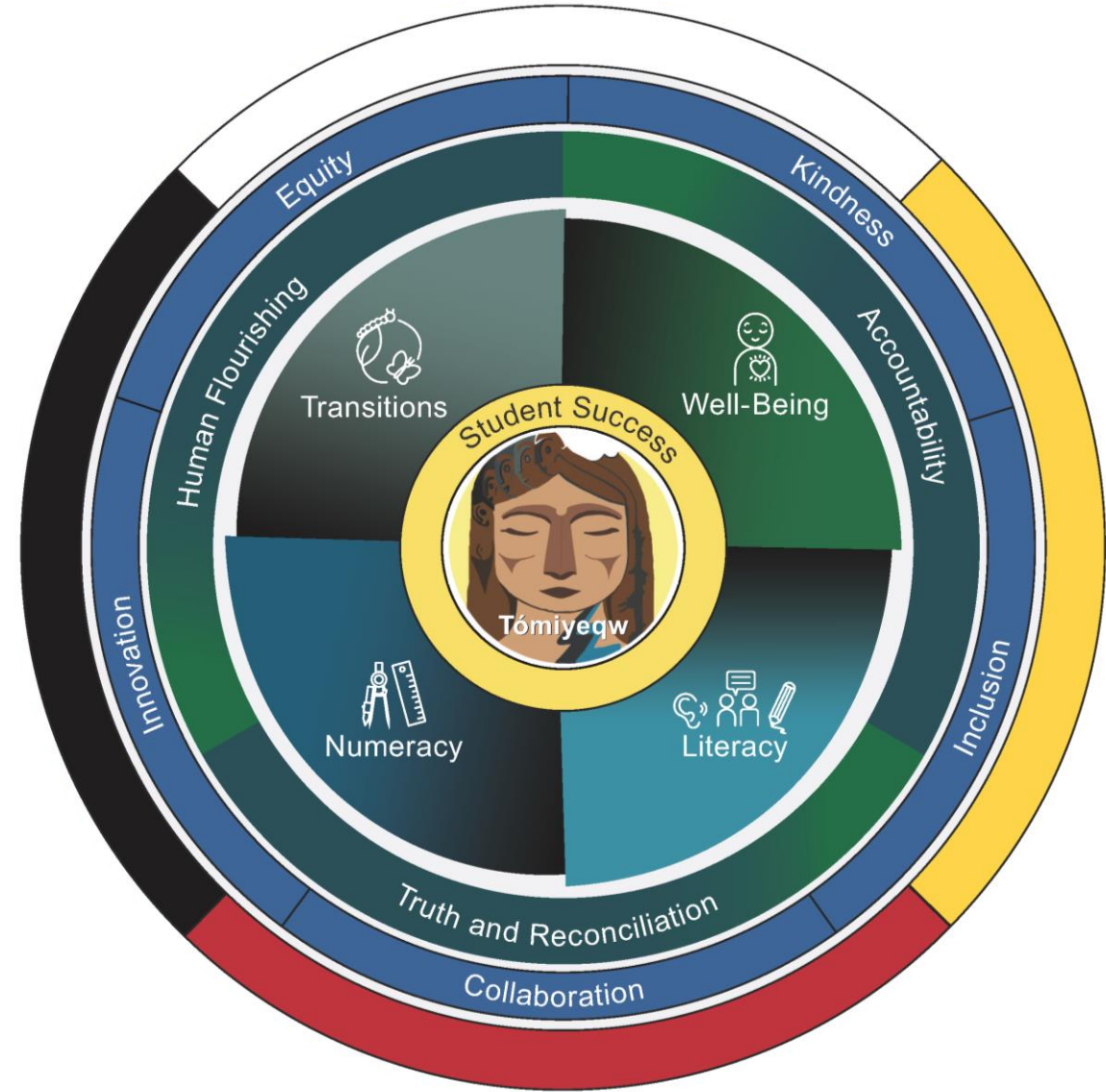
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.





École Cheam
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

First People's Principles of Learning: Learning is holistic, reflexive, reflective, experiential and relational.

High Quality Instruction

Together we can:

- Use practices for Universal Design for Learning (engagement, representation, and expression).

We will pursue Helping Teacher Residencies and other In-Service / Co-Teaching / Modelling opportunities. We will also explore other resources such as SORA and Brightspace learning modules. We will also explore the new Learning Progressions from the BC Ministry of Education.

Evidence-Based Decisions

Together we can:

- Use assessments to develop class profiles and plan for literacy instruction and further inquiry about student learning.

We will collaborate meaningfully and regularly at Staff Meetings and Grade-Group Meetings.

Timely Targeted Interventions

Together we can:

- Build consistency between classroom instructions and intervention supports using common language, structures, and routines.

We will review data and SBT referrals with our Core Team weekly, with an open invitation to all staff to participate. Term Review meetings will also occur, to develop and refine 'Class Profiles'.

School Measures

- Student Literacy Data (Running Records / eInsight / Learning Updates)
- Term Review Meetings (Class Profiles / Inclusive Education Summary Checklists)
- Student Attendance
- Core Team Meetings (weekly)

District Measures

- Primary Assessments
- Writing Sample
- Word Inventory
- FSA 4 (Reading/Writing)
- PM/GB+ Benchmarks
- ACT (Assessment of Comprehension and Thinking)



École Cheam
Elementary

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

First People's Principles of Learning: Learning is holistic, reflexive, reflective, experiential and relational.

High Quality Instruction

Together we can:

- ☐ Use practices for Universal Design for Learning (engagement, representation, and expression).

We will pursue Helping Teacher Residencies and other In-Service / Co-Teaching / Modelling opportunities. We will also explore other resources such as Coast Metro Math Project and Brightspace learning modules. We will also explore the new Learning Progressions from the BC Ministry of Education.

Evidence-Based Decisions

Together we can:

- ☐ Use assessments to develop class profiles and plan for numeracy instruction and further inquiry about student learning.

We will collaborate meaningfully and regularly at Staff Meetings and Grade-Group Meetings.

Timely Targeted Interventions

Together we can:

- ☐ Build consistency between classroom instructions and intervention supports using common language, structures, and routines.

We will review data and SBT referrals with our Core Team weekly, with an open invitation to all staff to participate. Term Review meetings will also occur, to develop and refine 'Class Profiles'.

School Measures

- Student Numeracy Data (River and Forest SNAP / eInsight/ Learning Updates)
- Term Review Meetings (Class Profiles / Inclusive Education Summary Checklists)
- Student Attendance
- Core Team Meetings (weekly)

District Measures

- SNAP (Student Numeracy Assessment and Practice) gr. 2-5
- FSA 4 (Numeracy)



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Elementary

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

First People's Principles of Learning: Learning ultimately supports the well-being of self, the family, the community, the land, the spirits and the ancestors.

High Quality Instruction

Together we can:

- ☐ Access Tier 1, 2 and 3 supports for student well-being.
- ☐ Engage in instructional practices that support Truth and Reconciliation, SOGI and Anti-Racism.
- ☐ Ensure First Nations perspective on health and wellness are embedded in SEL instruction.

We will familiarize ourselves with district resources that are available to us. We will also explore other community resources, such as *Real Food Matters*, to support our learning.

Evidence-Based Decisions

Together we can:

- ☐ Use student, staff and parent voice to learn more about the well-being of our school community.

We will analyze the results from recent provincial surveys (CHEQ, EDI, MDI, SLS) to better understand the barriers to improved mental and physical health.

Timely Targeted Interventions

Together we can:

- ☐ Foster collaboration between school staff, families and community partners to develop responsive plans that include actionable and specific strategies.

We will continue our practice of promoting 'mindful eating' and a 'growth mindset' to support the mental and physical well-being of our learners. We will connect with our families more directly to involve them and provide information and support.

School Measures

- CBIEP Review Meetings
- Student Learning Survey (students, parents, staff)
- MDI (Middle Years Development Index)
- AIDE Forms (Behaviour Tracking)
- Term Review Meetings (Class Profiles / Inclusive Education Summary Checklists)
- Student Attendance
- Core Team Meetings (weekly)
- SBT Referrals

District Measures

- Student Survey Data (EDI/MDI)
- Grade 4 Student Learning Survey
- Learning to Be Anti-Racism Course
- Student Voice Groups



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Elementary

Student Success

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

First People's Principles of Learning: Learning involves patience and time.

High Quality Instruction

Together we can:

- ☐ Teach self-advocacy and executive functioning skills to support student independence through transitions.

We will continue our work on the Zones of Regulation to teach co-regulation and self-regulation skills, and establish 'Regulation Stations' in every classroom.

Evidence-Based Decisions

Together we can:

- ☐ Ensure timely and responsive practices for transitions.

We will collaborate meaningfully and regularly at Staff Meetings, Grade-Group and Core Team Meetings. We will use a variety of sources of student information (eInsight data, observation notes, AIDE Forms, survey feedback) to develop comprehensive 'Class Profiles'.

Timely Targeted Interventions

Together we can:

- ☐ Use school, district and community supports to plan for priority learners and vulnerable students.

We will review student data and SBT referrals with our Core Team weekly, and engage with district and community partners as needed.

Student Measures

- eINSIGHT Transition Information
- Participation rates (RSE / KinderFair / PAC Events)
- Term Review Meetings (Class Profiles / Inclusive Education Summary Checklists)
- Student Attendance
- Core Team Meetings (weekly)
- Class Placement Meetings (June)
- Middle School Articulation Meetings

District Measures

- Student Survey Data
- Graduation Rates



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.

