



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 : Priority Areas 2025-2026

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.

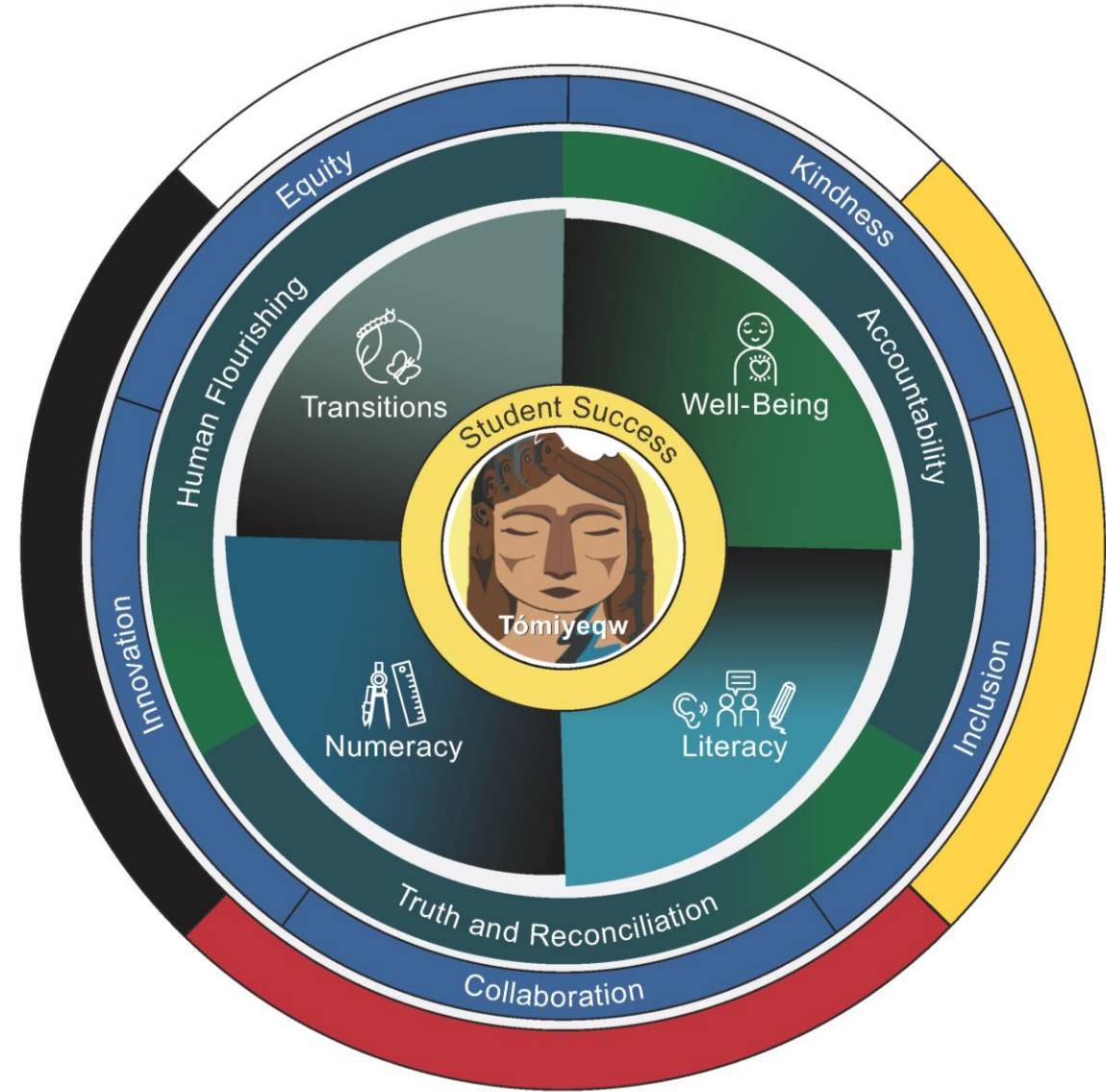
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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. Staff will also engage in the Jennifer Katz 'Three Block Model' learning series. We will also explore the new Learning Progressions from the BC Ministry of Education.

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)
- Pro-D Involvement (conferences, after-school collaboration, self-directed, staff meetings)

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 continue to 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. Staff will also engage in learning about Peter Liljedahl's 'Building Thinking Classrooms' model. We will also explore the new Learning Progressions from the BC Ministry of Education.

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)
- Pro-D Involvement (conferences, after-school collaboration, self-directed, staff meetings)

District Measures

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



École Cheam
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.

Every teacher uses the Inclusive Education checklist to track how they routinely run their class. As the year progresses, they adapt to the needs of their students and update the checklist. By the end of the year, each student will have a personalized list, reflecting key strategies that have helped support success.

We will also familiarize ourselves with district resources that are available to us, to improve our Tier 2 and Tier 3 responses. Our aim is to understand the range of supports available for our struggling learners, and to compile information to create a digital resource that all staff can easily access.

To address the mental health and general well-being of our students, and talk about the mind-body connection and practice 'mindful eating' and various breathing techniques. We have also begun to explore other community resources, such as *Real Food Matters Society*, to support our learning.

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



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. We will reaffirm our use of the Zen Zone as a safe space for students to regulate their emotions. We will expand our Peer Helper program, teaching our student leaders how to co-regulate with the primary students they are helping care for.

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
- Peer Helper Engagement (Student Leadership)

District Measures

- Student Survey Data
- Graduation Rates



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.

