



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.

Bernard Elementary 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.

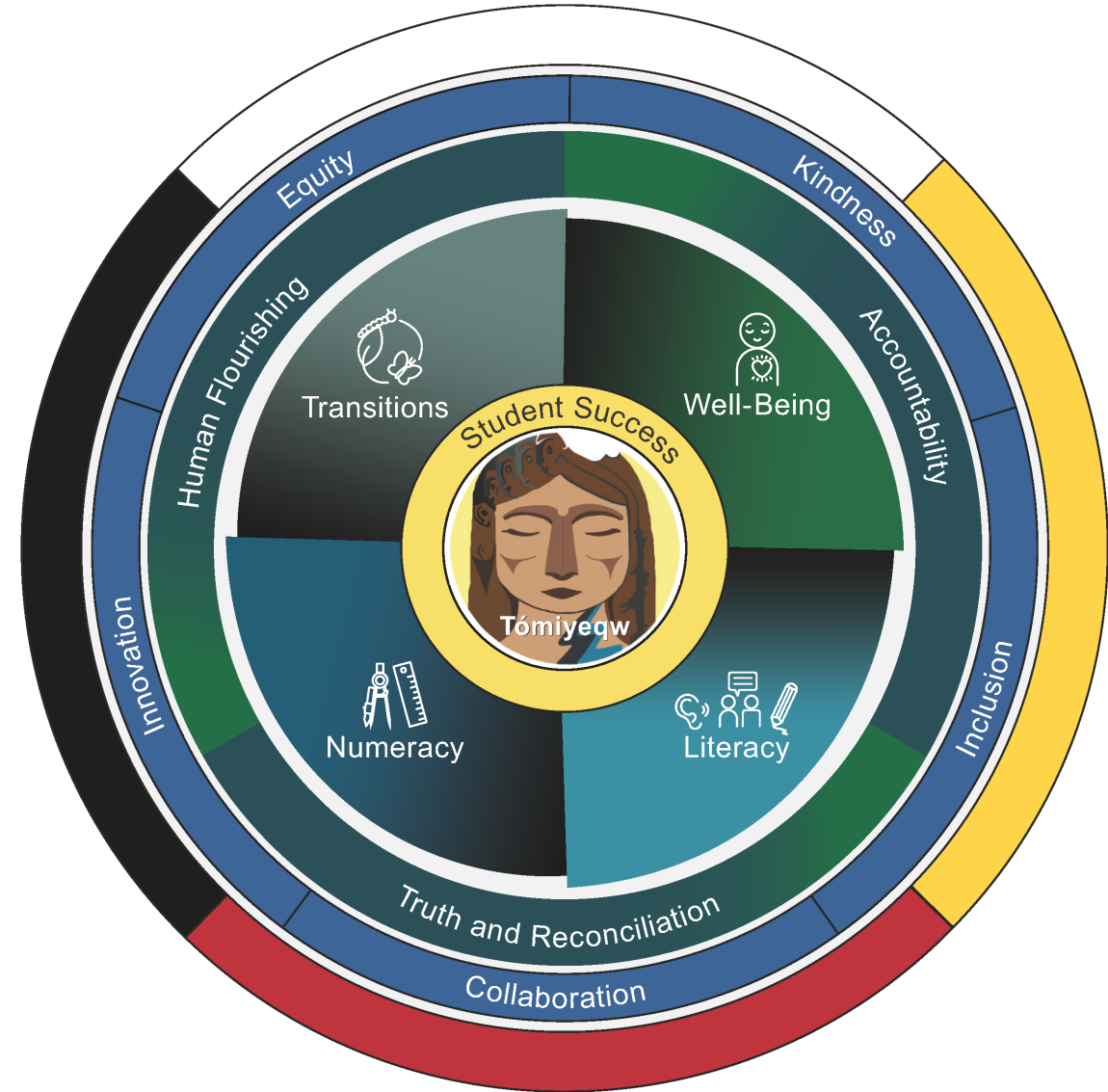
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

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

- Prepare a set of school-wide strategies that all teachers will draw from in their teaching of reading (common strategies, common vocabulary, implementation of running records, analyzing data from daily guided reading)
- Develop common language that align with Core Competencies (making connections, inferring, predicting, reflecting, etc.)
- Use of PM Benchmarks for those students who are working well below grade level in reading at the intermediate level to support instruction. Double dose of reading support provided for most students not meeting expectations. This will be done by classroom teacher and learning support teachers
- Involving students in the learning process through identifying/setting criteria , goal setting, self and peer assessment
- Support Literacy PRO-D opportunities (Early Literacy Collaboration teachers, etc.)
- Opportunities to engage in learning experiences based on indigenous ways of knowing
- Reading Power /Writing Power- (fiction and non-fiction) in some Classrooms
- ACT – all Grade 2-5 teachers have been trained and supported in facilitating the ACT.
- Embedding hands-on learning and higher level thinking skills in mainstream curriculum
- Using the RTI system to ensure timely and targeted interventions for students based on school-wide screening throughout the year
- School wide reading celebrations- One School/One Book- (Matilda, Flora and Ulysses, Charlotte Web, Dear Day, Monthly Bingo and prizes, and adopt a school initiative
- School wide RTI support Tier 1 and 2 interventions for students based on school-wide screening
- Use of Primary District Assessments to provide information and implement strategies to target phonics and phonemic awareness for students
- SBT meeting to meet with families of our most at-risk in reading
- Increased Indigenous resources to support First People Principles of Learning and provide voice and context to sorties explored in class.
- Use of Heggerty Phonemic Awareness curriculum for our early learners and intervention programs
- Training on Syllasense Books
- More emphasis on ELL reading/writing strategies
- More explicit reading accuracy instruction by intermediate teachers making them feel more confident teaching

School Measures

Grade 1

Phonemic Awareness
Letter Identification
Word Inventory

Grade 2/3

Word Inventory

ACT

- Grade 3,4,5

PMB

Grade 1,2,3,4,5

Report Cards- % of students

Dev/Prof

Gr K-Read-	Write-
Gr 1- Read-	Write-
Gr. 2-Read-	Write-
Gr. 3-Read-	Write-
Gr. 4-Read-	Write-
Gr. 5-Read-	Write-

District Measures

- FSA 4 (Reading / Writing)
- FSA 7 (Reading / Writing)
- Literacy 10 and 12
- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)



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

- Provide multiple access points for all learners using Universal Design for Learning
- Foster common language and strategies to implement evidence-based Tier 1 and Tier 2 instruction and interventions
- Implementation of Number Talks in classroom
- School wide use of SNAP – Grade 2-5
- Co-construct an understanding of balanced numeracy approach and alignment with BC Curriculum
- Embedding hands-on learning and higher level thinking skills in mainstream curriculum
- Targeting interventions for students based on school-wide screening
- Use of Jump Math- effectively
- Continue to focus on students and their learning profiles
- Use of Primary District Assessments to provide information
- STEM Activities in grades 2-5 to promote critical thinking
- Weekly Math contest to promote mathematical reasoning and estimation skills
- Regular collaboration sessions to monitor our students and plans for success
- SBT meeting to meet with families of our most at-risk in numeracy
- Continued small group targeted instruction
- Manipulatives for each classroom to engage and support learners
- Use data(SNAP, class observations/assessments) to inform instruction and intervention
- Small group Math instruction in all classes
- Designated Numeracy Lead Teacher to share numeracy initiatives

School Measures

SNAP - NUMBER SENSE

Grade 2- spring

Grade 3- winter and spring

Grade 4- winter and spring

Grade 5- winter and spring

SNAP - OPERATIONS

Grade 2- spring

Grade 3- winter and spring

Grade 4- winter and spring

Grade 5- winter and spring

District Measures

- FSA 4
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)



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.

School Actions

- We will make connections to Indigenous culture and will bring authentic Indigenous resources and people into school. Organizing Indigenous Hikes, land based field trips, Indigenous Learning Days, Cultural Nights, etc.
- Staff participation in the Calm Classroom program so we can effectively support students in their well being
- Recognizing personal bias and raising awareness of systemic discrimination and marginalization.
- Engaging in instructional practices that support:
 - Truth and Reconciliation: Acknowledge, build understanding and embed Indigenous Perspectives
 - Anti-Racism: explicit teaching and immediate responses to racism
 - SOGI
 - Mental Health Literacy
- Compassionate Systems Awareness- implementing tools to meet students and staff to where they are at
- School Programs that foster connectedness- Breakfast Program, Connection Crew, Social Play groups, Chess club, Tech Club, Buddies, School Sports, Afternoon Adventures,
- Check n Connect with our CYCW
- Parent nights- informational nights to support families in our community in promoting Health and Wellness as well as Academics Lunch Club- check in with students every lunch hour
- Zones of Regulations- all teachers and students will be using Common Language around Zones of Regulation- al classroom facilitating morning check in.
- Provide an increased number of structured activities for students to choose from at break times, and direct instruction for how to manage during unstructured activities. Continue the Peer Leader program and teach peer leaders how to organize and run activities on playground.
- Continue to facilitate events that bring families and communities together (Open Houses, family reading nights, Family nights, etc)
- Continue to facilitate and expand on program that bring families and community together (afterschool program,-Afternoon Adventures, Second Day Art Club etc.)
- Staff will invite visiting artists, guest readers, volunteer coaches, Chiefs/sports teams, inspirational or motivational community members, etc.
- Promote kindness and virtues in our community through recognition and prizes
- Peer Leaders-leadership and mentoring opportunities to support all learners

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 Measures

Attendance at Transition events (RSL, Strong Start, Meet-n-Greet, etc.)

- Attendance Rates
- Attendance @ breakfast and lunch programs
- Class and students profiles
- Connection Crew feedback

District Measures

- Grade to Grade Transition Data
- 5 and 6 Year Completion Rates (Graduation)
- Post-Secondary Transition Rates
- Attendance Rates



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 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

- Middle School- continue providing opportunities for our Grade 5 students to meet, tour, and take part in articulation activities throughout the year
- Connection Crew - opportunity for students to meet different staff members and develop connections, relationships and practice virtues and skills around making friends and supporting each other.
- Collective Responsibility- all staff ensuring success of all students and taking an active part in their growth
- Strong Start to connect with families in our community
- Daily/Weekly monitoring of students struggling with attendance. Families are personally connected by their case manager.
- New student/family tours and introductions
- Teacher input on class lists to consider strengths, needs and friendships to ease transitions
- Assigning EAs to all Kindergarten classroom to help with the transition
- May Days for incoming Kindergarten students- once a week in May families would take part in school activities to connect to the school and staff
- Collaborating with CDC for supporting and planning for vulnerable students
- Gradual entry: for Kindergarten students and those who benefit from a slower start to the year participate in a gradual entry process to ease their transition

School Measures

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District Measures

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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.

