



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.

Robertson 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.

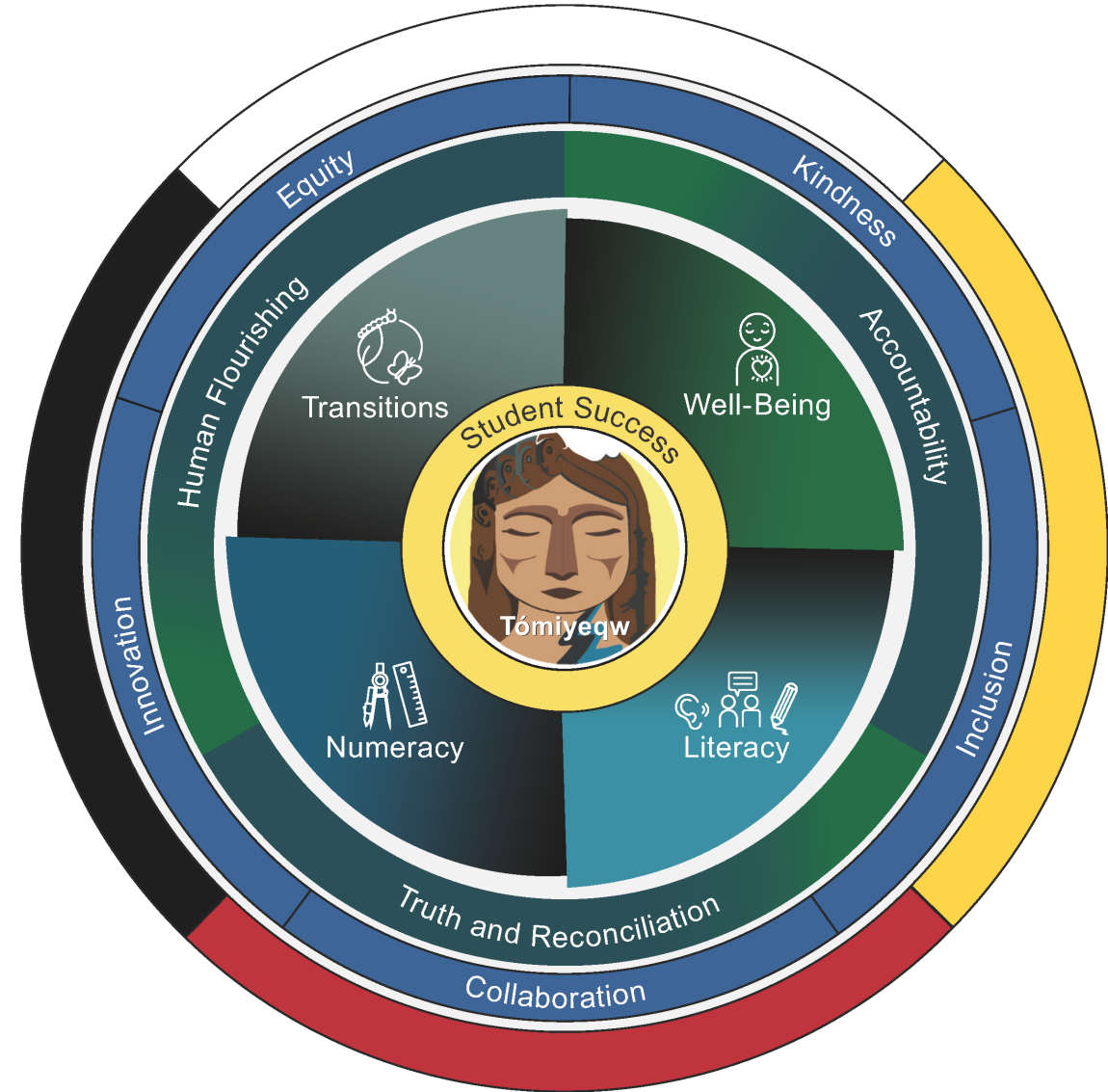
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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

TOGETHER WE WILL:

- **Enhance students' reading, writing and oral communication skills by creating a reading and writing culture through consistent and collaborative literacy instruction.**
 - **Together we will create an environment where reading and writing are valued, practiced and celebrated across all areas of learning.**
- **Through consistent instruction, students are exposed to strategies that improve comprehension, vocabulary, grammar and expression.**
 - **Ways to Support**
 - **Establish practices that engage all learners (UDL)**
 - **Use assessment data to guide instruction**
 - **Use targeted intervention and small group instruction**
 - **Use Tier 2 interventions from LA/RT/ELL teachers as well as consultation with SLP**
 - **Create lessons that incorporate the 5 Pillars of Reading – phonemic awareness, phonics, fluency, vocabulary and comprehension**
 - **Collaborate to enhance the use of the English Language Arts Foundational Learning Progressions**

School Measures

List literacy measures

- PM Benchmarks
- Participation in Battle of the Books
- Report Cards (Learning Updates)
- District assessments:
- Writing samples
- # of entrances and student samples of progression for Word of the Week

District Measures

- ACT
- PM Benchmarks
- FSA Grade 4
- Words Their Way
- Phonemic Awareness



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

TOGETHER WE WILL:

- **Develop strong foundational numeracy skills and mathematical thinking so students can solve problems, explain their reasoning, and apply their understanding to real-life situations.**
 - **Through building strong number skills and ways of thinking by exploring real-life problems, working through challenges, and finding different ways to solve them. Students will learn to explain their thinking clearly, make connections between ideas, and use their understanding of math to make sense of the world around them.**
- **Ways to Support**
 - Use assessment data to guide instruction
 - Provide Tier 1 instruction through whole class and small group instruction
 - Develop Math Fact Fluency
 - Use Number Talks and Routines to encourage mathematical thinking and develop strategies that will enhance problem solving skills in Real-Life situations
 - Develop a stronger home/school connection to support Numeracy
 - Math Nights
 - Math Games
 - Presentations at PAC Meetings
 - Collaborate to enhance the use of the Foundational Numeracy Progressions

School Measures

List numeracy measures

- SNAP
- Number talks
- Transference of skills-observations of use of money/SOAR STORE
- Learning updates
- Summary of learning

District Measures

- SNAP
 - River SNAP
 - Forest SNAP
- Gr 4 FSA



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

TOGETHER WE WILL:

- **Create an environment where everyone feels safe, supported and valued by fostering a school culture that prioritizes respect, inclusivity, and emotional security.**
 - **Through encouraging everyone to demonstrate care and respect for themselves and others by modelling positive behaviours, practicing empathy and embracing diversity.**
 - **Ways to Support**
 - **Create classrooms that allow for self regulation by having established routines and expectations**
 - **Continue to establish trauma informed practices within classrooms and throughout the school**
 - **Create an environment that uses Social and Emotional Learning (SEL)**
 - **Daily Check Ins/Morning Meetings**
 - **Movement Breaks**
 - **Mindful Breathing**
 - **Flexible Seating**
 - **WITS/ CALM**
 - **Zones of Regulation**
 - **Use of Sensory Room/Fidget tools/Calm Corners or Spaces**

School Measures

- # of Gotchas
- Increases in participation in morning circles
- Vocabulary increases in emotional literacy
- Increase in self regulation strategies used by students
- Increase in self advocacy
- Core Competency Reflections
- Attendance at Rainbow Club

District Measures

- Student Learning 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.

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 provide 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

TOGETHER WE WILL:

- **Develop a system of established practices that allows students to navigate change with resiliency, adaptability and by using a growth mindset.**
- **Through creating opportunities that allow students to face situations with confidence while supporting them when they encounter challenges and uncertainty.**
 - **Ways to Support**
 - **Continue to develop and refine our Ready, Set, Explore and KinderFair events to encourage greater participation**
 - **Create environments where students can advocate for themselves**
 - **Involve students in development of CBIEP goals and strategies**
 - **Continue to have established routines with AD Rundle Middle School that allows for Grade 5 students to be transitioned into Grade 6**
 - **Each September, create opportunities for all receiving teachers to collaborate with previous teachers.**
 - **Incorporate Community Building activities throughout the school year**
 - **Monitoring Attendance**
 - **Continued participation in clubs and extra-curricular**

School Measures

List transitions measures

- How many former student visit us.
- Observable comfort of student when they enter new classrooms in September
- Attendance at KinderFair
- Ready, Set, Explore
- Pre-school-kindergarten transition
- Grade 3-5 giving input on their CBIEP
- Student goal setting
- Field trips to the middle school
- Kinder teachers visiting pre-school and Vise-versa
- Buddy classes working on project
- Areas of Responsibility – Lunch Monitors, SOAR Store
- Participation in Recycling Club
- Participation in Alpha Buddies

District Measures

- **Green Files**
- **E-Insight Data**
- **CDC Meetings**
- **Attendance**



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.

