



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.

Evans 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.

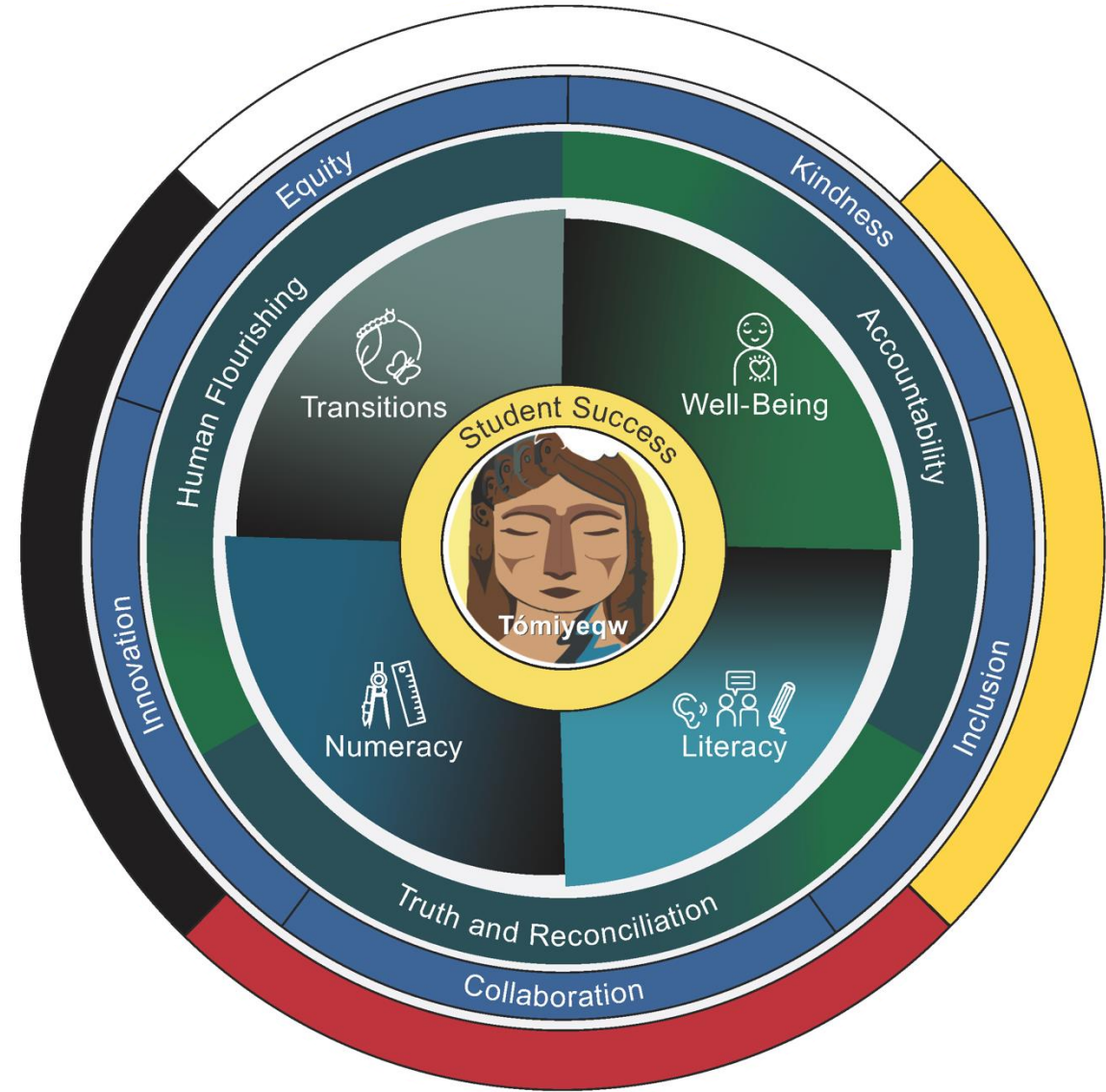
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.





Student Success

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.

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.

School Actions

First People's Principle of Learning : Learning is holistic, reflexive, reflective experiential and relational (focused on connectedness, reciprocal relationships and a sense of place).

- Determining literacy instruction and representation that align with student needs by:
 - Deepening the understanding of the 5 Pillars of Literacy, high yield routines, flexible groupings, explicit and intentional planning, & providing oral language experiences through:
 - Comprehension and connection by reading, listening and viewing
 - Culturally rich literacy
 - Embedding Indigenous Perspectives
 - Based on recommendations from ongoing assessments, providing Literacy Instruction at each learner's level through:
 - Whole class instruction
 - Small group instruction
 - Individual instruction
 - Building consistency between classroom instruction and intervention supports by:
 - Using common language, structures and routines
- Continue to enhance Staff Learning:
 - Integrated Disciplines: High Quality Competency Based Instruction
 - Collaborative Culture: Learning Communities, Elementary Literacy Collab
 - Authentic Learning: Project Based Learning Opportunities
 - Visionary Staff: Professional Development

School Measures

- Monitoring Student Progress / Data in Literacy
- ELC Support
- Monitor Student Attendance
- Halq'eméylem Language Learning
- Monthly meetings to monitor student progress
- Staff Meetings
- Classroom Profiles

District Measures

- Primary Assessments
- Writing Samples
- Word Inventory
- FSA 4 (Reading / Writing)
- ACT (Assessment of Comprehension and Thinking)



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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.

School Actions

First People's Principle of Learning : Learning is holistic, reflexive, reflective experiential and relational (focused on connectedness, reciprocal relationships and a sense of place).

- Determining numeracy instruction and representation that align with student needs by:
 - Deepening the understanding of high yield routines, flexible groupings, explicit and intentional planning, & providing rich numeracy experiences through:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting
 - Embedding Indigenous Perspectives
- Based on recommendations from ongoing assessments, providing Numeracy instruction at each learner's level through:
 - Whole class instruction
 - Small group instruction
 - Individual instruction
- Building consistency between classroom instruction and intervention supports by:
 - Using common language, structures and routines
- Continue to enhance Staff Learning:
 - Integrated Disciplines: High Quality Competency Based Instruction
 - Collaborative Culture: Learning Communities, Numeracy Collab
 - Authentic Learning: Project Based Learning Opportunities
 - Visionary Staff: Professional Development

School Measures

- Monitoring Student Progress/Data
- SNAP (River, Forest)
- Gr. 4 FSA (Numeracy)
- Elementary Numeracy Collab (Webb/Lodders)
- Staff Meetings
- Classroom Profiles

District Measures

- Grade 4 FSA (Numeracy)
- SNAP (Student Numeracy Assessment Practice)



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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

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

Supporting Students' Social and Emotional Well-Being

- We are committed to creating a learning environment where every student feels valued, supported, and included.
 - We reflect on our own biases and work to understand how systems of discrimination and marginalization can affect students.
 - We provide supports that are trauma-informed, culturally responsive, developmentally appropriate, and focused on strong, caring relationships.
- We engage in instructional practices that promote understanding, respect, and inclusion by:
 - Embedding Indigenous perspectives & work towards Truth and Reconciliation.
 - Actively teaching about anti-racism & respond accordingly.
 - Including learning about SOGI to foster respect for diversity.
 - Building mental health literacy so students can recognize emotions, manage stress, and know how to access support.
- Social-emotional instruction is provided to each student's level through:
 - Whole-class lessons that build shared understanding and skills.
 - Small-group sessions that give focused support to groups of students.
 - Individual instruction tailored to specific needs.
- We provide classroom teaching and intervention supports by using shared language, routines, and structures across settings.

Staff will continue to strengthen their practice through:

- High-quality, competency-based instruction across subjects.
- Collaboration within professional learning communities.
- Authentic, project-based learning experiences for students.
- Continued professional development to build shared vision and expertise.

School Measures

- Staff participation in "Calm Classrooms" with Angela Murphy.
- DEN Groups
- CYCW Groups
- PBS Committee
- Classroom Profiles
- School Based Team Meetings
- Behaviour Tracking
- Attendance Data
- Grand-friends
- Breakfast / Lunch Program Data
- Afternoon Adventures

District Measures

- Grade 4 Student Learning Survey
- Student Survey Data (EDI/MDI)



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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.

School Actions

First People's Principle of Learning : Learning is embedded in memory, history and story

Foster belonging through cross-grade and cross-school learning opportunities.

- Ensure school wide events allow students/families to engage with the new classroom/school (Meet the Teacher Open House, Christmas Concerts, early dismissal conference days)
- Big/Little Buddies & Den Groups created to develop relationships between older and younger students
- Clubs and school sporting opportunities (ie. chess club, art club, dance club, choir, track and field)
- Peer Leader jobs (ie. lunch monitors, primary playground helpers, spirit days)
- Partner relationship with Sardis Secondary, Heritage Village (Grand Friends), Afternoon Adventures & Pen Pals at various schools
- Multi-class field trip activities (Skating,

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

- Develop classroom routines, structures and supports that address known transition challenges (visuals, routines, expectations, SEL, etc.)
- Collaborate with the District Mental Health Team
- Participate in DRT (District Resource Team) to problem solve additional tier 3 supports
- Ensure CBIEPS include transition goal with objectives and strategies tied to classroom learning

School Measures

- Classroom Review meetings
- Ready, Set, Explore
- Kindergarten Gradual Entry
- Articulation Meetings
- e-Insight transition information
- Attendance Data
- Middle School Transition meetings
- CYCW Groups

District Measures

- Student Survey Data
- Grade to Grade Transition Data



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

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