Chilliwack School District

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.

Greendale Elementary Community School

Greendale Sp'óq'es

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.

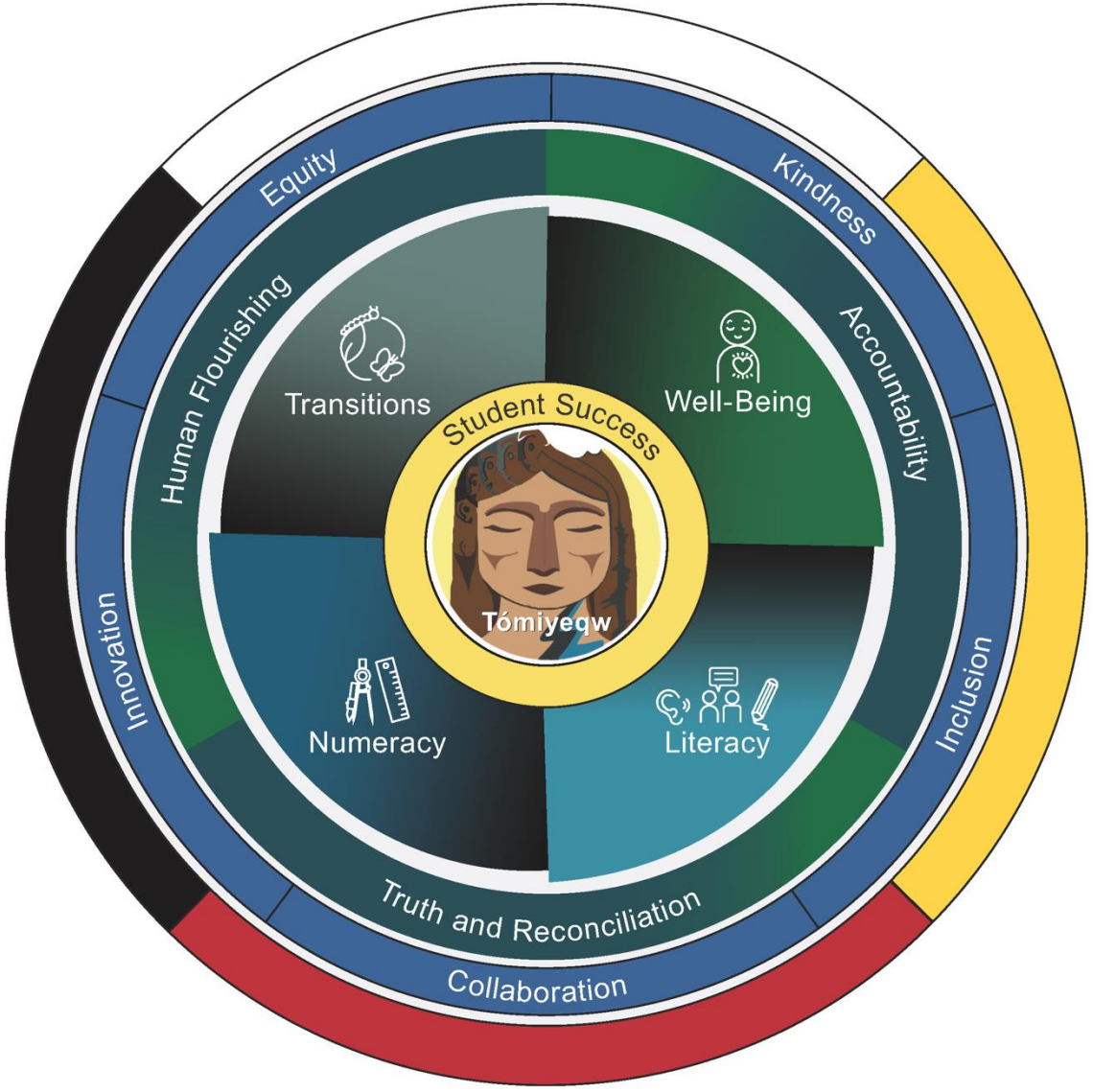
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

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 Objectives and Actions

Primary Focus – Writing

1. We will refine our understanding of lesson design and the writing process and how they connect to instruction and intervention.
   - Lesson Design:
     - Connect, Process, Transform, Reflect
   - Writing Process:
     - Generating & Collecting Ideas, Choosing, Developing Ideas, Rehearsing, Drafting, Revising, Editing, Publishing
2. We will use assessments to develop class profiles and plan for instruction and further inquiry about student learning.
3. We will develop a plan for monitoring student progress and adjust teaching plans accordingly.

School Measures

- Participation in Family of Schools FOS/RTI^2 Collaboration
- Attend Grade 3-5 Literacy Summit
- Co-teaching (grade-groups)
- Teacher Librarian co-teaching (use SORA: inclusive access of reading material)
- Engage with Brightspace courses (SETBC, POPARD, Accessibility, Individual Differences) to increase access points for student learning

District Measures

District Assessments:
- Phonological Awareness
- Phonemic Awareness
- Letter & Sound ID
- PM Benchmarks
- ACT
- Word Inventory
- FSA

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 Objectives and Actions

Primary Focus – Lesson Design

1. We will continue our development in understanding Lesson Design: ***Connect, Process, Transform and Reflect*** so lessons have clear curricular learning goals and defined outcomes.
2. We will use assessments to develop class profiles and plan for instruction and further inquiry about student learning.
3. We will develop a plan for monitoring student progress and adjust teaching plans accordingly.

School Measures

- Participation in Family of Schools RTI^2 Collaboration
- Explore and develop visuals kits on SD33 SharePoint (schedule, routines, first then) for classroom use
- Flexible groupings to support instruction/intervention
- Explore SORA to ensure representation of all when accessing reading material
- Engage with Brightspace courses (SETBC, POPARD, Accessibility, Individual Differences) to increase access points for student learning

District Measures

District Assessments:
- SNAP Number Sense
- SNAP Operations
- 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.

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 Objectives and Actions

Primary Focus – Supportive Learning Environments

1. We will foster safe, inclusive and supportive learning environments.
2. We will develop opportunities for physical, mental and emotional health that are accessible for the full diversity of needs within the school population.
3. We will use student and staff voice to better understand well-being, identify needs, and guide the embedding and monitoring of SEL (Social-Emotional Learning) and well-being practices in learning environments.

School Measures

- Intentional Staff Wellness
- Collaboration on CBIEP strategies for classroom instruction
- Align code of conduct with trauma-informed, anti-racism, anti-bullying, and anti-harassment principles
- Professional learning on supportive learning environments and trauma-informed approaches with student services
- Attend all Family of Schools In-Servicing
- Workplace Violent Incident Forms

District Measures

- Student Survey Data (EDI & MDI)
- CHEQ
- 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.

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.

School Objectives and Actions

Primary Focus – Executive Functioning Skills

1. We will teach self-advocacy and executive functioning skills to support student independence through transitions.
2. We will develop timely and responsive practices for transitions.
3. We will use school, district and community supports to plan for priority learners and vulnerable students.

School Measures

- Complete EdPlan transition information
- Ensure school wide events allow students/families to engage with the new classroom/school
  - Ready, Set, Explore
  - Kinderfair
  - Kindergarten transition meetings
  - Middle school transition events
- Develop classroom routines, structures and supports that address known transition challenges (visuals, routines, expectations, SEL, etc.)

District Measures

- EdPlan transition information is completed
- Middle school feedback regarding Grade 5 student transitions

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.

