



## 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.*

### Watson 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.

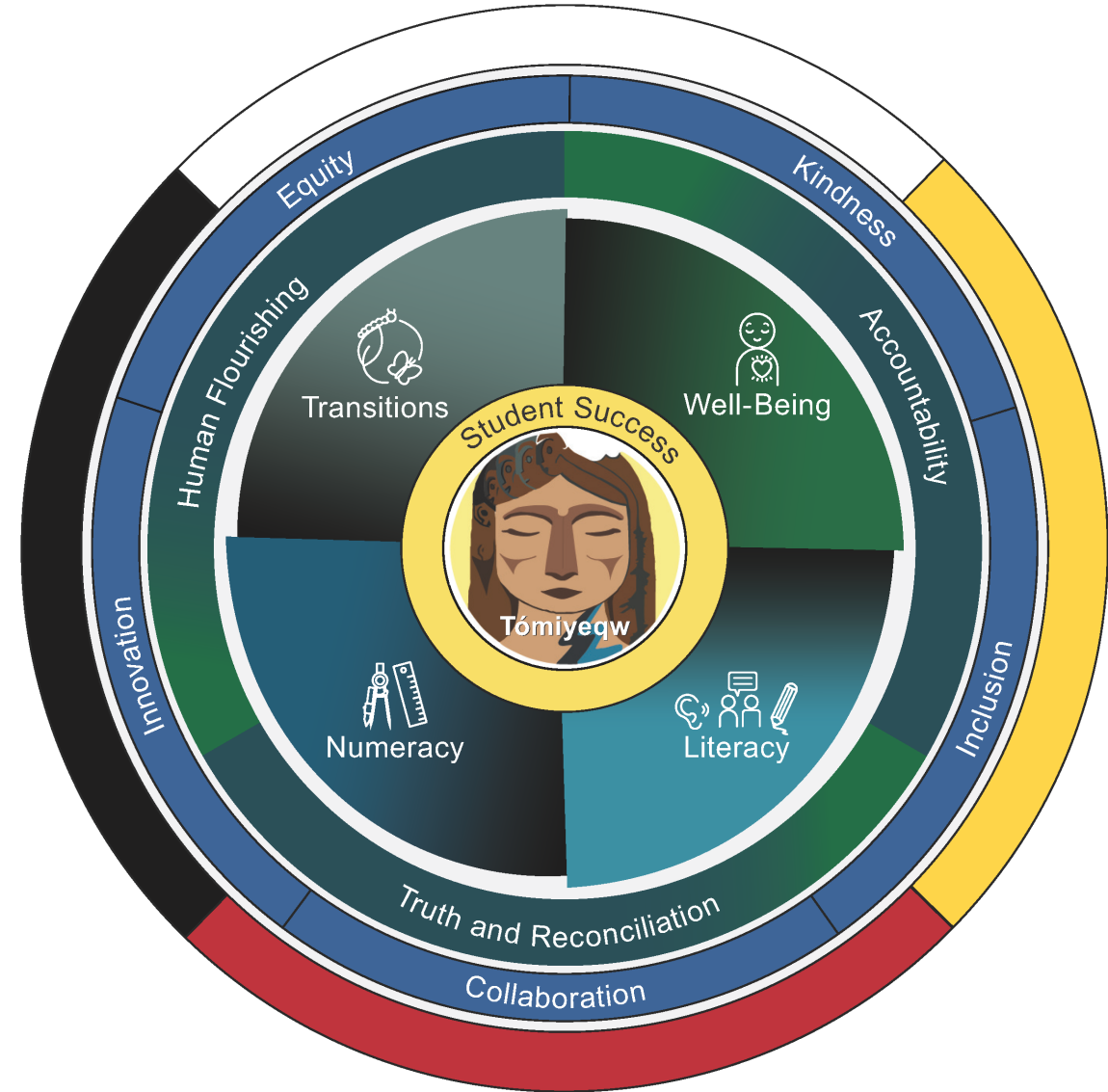
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

### 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.

*FPPL-Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*

### School Action

Build systematic alignment between classroom instruction, intervention supports, and evaluation practices by implementing common language, structures, routines, and ensuring CBIEP goals integrate seamlessly with Tier 1 instruction across all settings.

- **Class Review Meetings**
- **Learning Support Meetings**
- **Lunch and Learns with District Staff**
- **ELC Teacher and LA Support**

#### 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 Measures

- Learning Support Meetings to track progress
- Staff Meeting Discussions
- Attendance tracking
- Classroom Based Assessments
- Class Profiles
- Student Work Samples

### District Measures

- Grade 4 FSA
- Writing Sample
- PM Benchmarks
- ACT
- Phonemic Awareness
- Phonological Awareness
- Letter-ID
- Concepts of Print



# 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.

*FPPL-Learning involves recognizing the consequences of one's actions.*

## School Action

Implement high-yield instructional routines that apply multiple ways of engaging, delivering, and expressing learning through concrete-pictorial-symbolic representations, flexible grouping (whole class and small group), and math games.

- **Lunch and Learns with District Staff**
- **Class Review Meetings**
- **Math Game Exploration**
- **Math Parent Night**

## School Measures

Classroom Assessments  
Class Profiles  
Student Work Samples  
Observation  
Formative Assessment

## District Measures

- SNAP (Student Numeracy Assessment Practice)
- River/Forest SNAP
- FSA 4



## 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.

*FPPL-Learning involves patience and time*

## School Action

Build school community and student leadership through Cross-Grade Connections (Wildcat Fridays, Alpha Buddies), Student Leadership opportunities at lunch time, and School Wide Assemblies.

- **Parent Evenings to build connection**
- **Review and use available resources to build a common language (Strong Kids, CALM, EASE)**
- **Implement Growing Together Theme with monthly assemblies and activities**

## School Measures

Attendance  
Class Profiles  
Learning Updates  
WVIR  
District Resource Team  
Referrals  
SBT Meetings  
Counsellor/CYCW Referrals  
EA Support

## District Measures

Student Survey Data  
(EDI/IMDI)  
Grade 4 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.

*FPPL-Learning requires exploration of one's identity.*

### School Action

Strengthen transition routines, structures and supports to ensure successful movement of students throughout the grades.

- **Strong Start and Pre-School involvement in Ready, Set Explore and Teacher-Librarian time**
- **Kindergarten Gradual Entry and Interviews**
- **Middle School Articulation Meetings**
- **Increase visits with Middle Schools for Grade 5 students**

### School Measures

Einsight Data  
Attendance  
Class Profiles  
Attendance

### District Measures

Graduation Rates  
MDI Data  
Student Learning Survey



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.

