Chilliwack School District

SCHOOL GROWTH PLAN 2026-2027

Strathcona Elementary School

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.



Our Purpose: Honouring, Shaping and Inspiring our Past, Present and Future

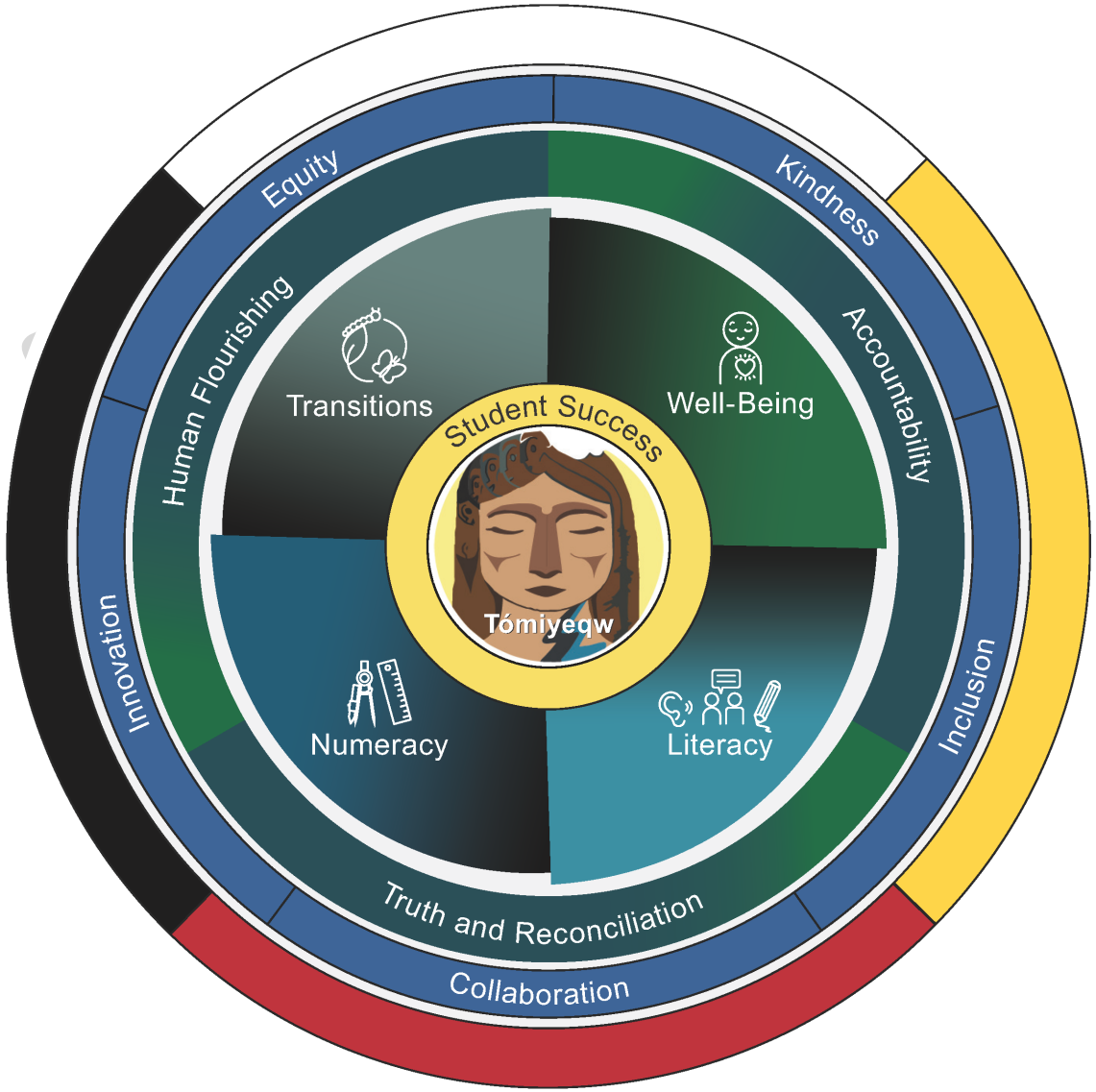
We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

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.



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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 Actions

1. **Development and Implementation of Structures and Routines that Support Literacy, including:**
   a. **LA** and **ELC teachers provide Tier 2 and 3 support** informed by assessment data.
   b. **Teacher class profiles** to focus Tier 1 and 2 instruction
   c. **Tier 2 Supports** (Teacher Librarian Release Teachers for targeted Tier 2 supports)
      i. **Term 1:** Grades 1 and 2
      ii. **Term 2:** Grades 3 and 4
      iii. **Term 3:** Grades 5 and K
2. **Align ELC, LAT and Classroom Teacher instructional practices** through coordinated grade level collaboration time supported by ELC, LAT, and District Helping Teachers.

School Measures

- Report Cards
- Interim Reports
- District Measures
- Class Profiles
- Classroom Assessments
- Staff Surveys connected to Strategic Plan Checkpoints.

District Measures

- Foundational Skills Assessment (FSA)
- Assessment of Comprehension and Thinking (ACT)
- PM Benchmarks
- Word Inventory
- School Wide Write
- Kindergarten Pre Screen

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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.

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 Actions

1. **Development and Implementation of Structures and Routines that Support Numeracy, including:**
   a. **Teacher class profiles** to focus Tier 1 and 2 instruction
   b. **Tier 2 Supports**(Teacher Librarian Release Teachers for targeted Tier 2 supports)
      i. **Term 1:** Grades 1 and 2
      ii. **Term 2:** Grades 3 and 4
      iii. **Term 3:** Grades 5 and K
2. **Numeracy residency** and/or **collaborative planning** during collaboration time supported by district helping teachers.
3. **Create Grade-level flexible numeracy groups** focused on number sense and fact fluency in six-to-eight-week cycles.

School Measures

- Report Cards
- Interim Reports
- District Measures
- Class Profiles
- Classroom Assessments
- Staff Surveys connected to Strategic Plan Checkpoints.

District Measures

- Foundational Skills Assessment (FSA)
- SNAP Number Sense Assessment
- SNAP Operations Assessment

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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.

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 Actions

1. **Embedding Social-Emotional Learning (SEL) and Well-Being into Classroom Instruction and School Routines** to strengthen student well-being and support positive classroom environments, the following strategies will be implemented:

    a. **Align SEL instructional resources and strategies** across grade-level teams by creating a scope and sequence with common language and routines.
    b. **Continue to develop a Strathcona Inclusive Support Framework** that includes check-ins, regulation spaces, equitable access to learning opportunities, and a referral pathway.

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School Measures

1. Staff Surveys connected to Strategic Plan Checkpoints.
2. Report Cards
3. SBT Referrals
4. Check and Connect
5. Sensing Place
6. Core Competency Self-Reflections

District Measures

- Middle Years Development Index (Grade 4)
- Student Learning Survey (Grade 4)

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, families and partners to provide connected pathways through pre-kindergarten to graduation and beyond.

School Actions

1. **Develop Classroom and School Routines that Support Known Transition Challenges**
   a. **Classroom:**
      i. Use visual schedules and consistent classroom routines
      ii. Embed SEL instruction within daily activities.
      iii. Implement transition walks and runs to support student readiness.
   b. **School:**
      i. Consistent transition information process using EdPlan, student files, and a **priority checklist.**
      ii. Structured meetings in June, early September, and late September/early October to transition priority students.

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School Measures

- Annual Class Planning
- SBT Meetings
- Classroom Visits
- Sensing Place
- School-Based Team SEL Tier 2/3 Referrals

District Measures

- Middle Years Development Index (Grade 4 and 7)
- Student Learning Survey (Grade 4 and 7)
- Kindergarten Pre-Screen

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.

