Chilliwack School District

SCHOOL GROWTH PLAN 2025-2029

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.

Bernard Elementary School

BERNARD BRONCOS

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

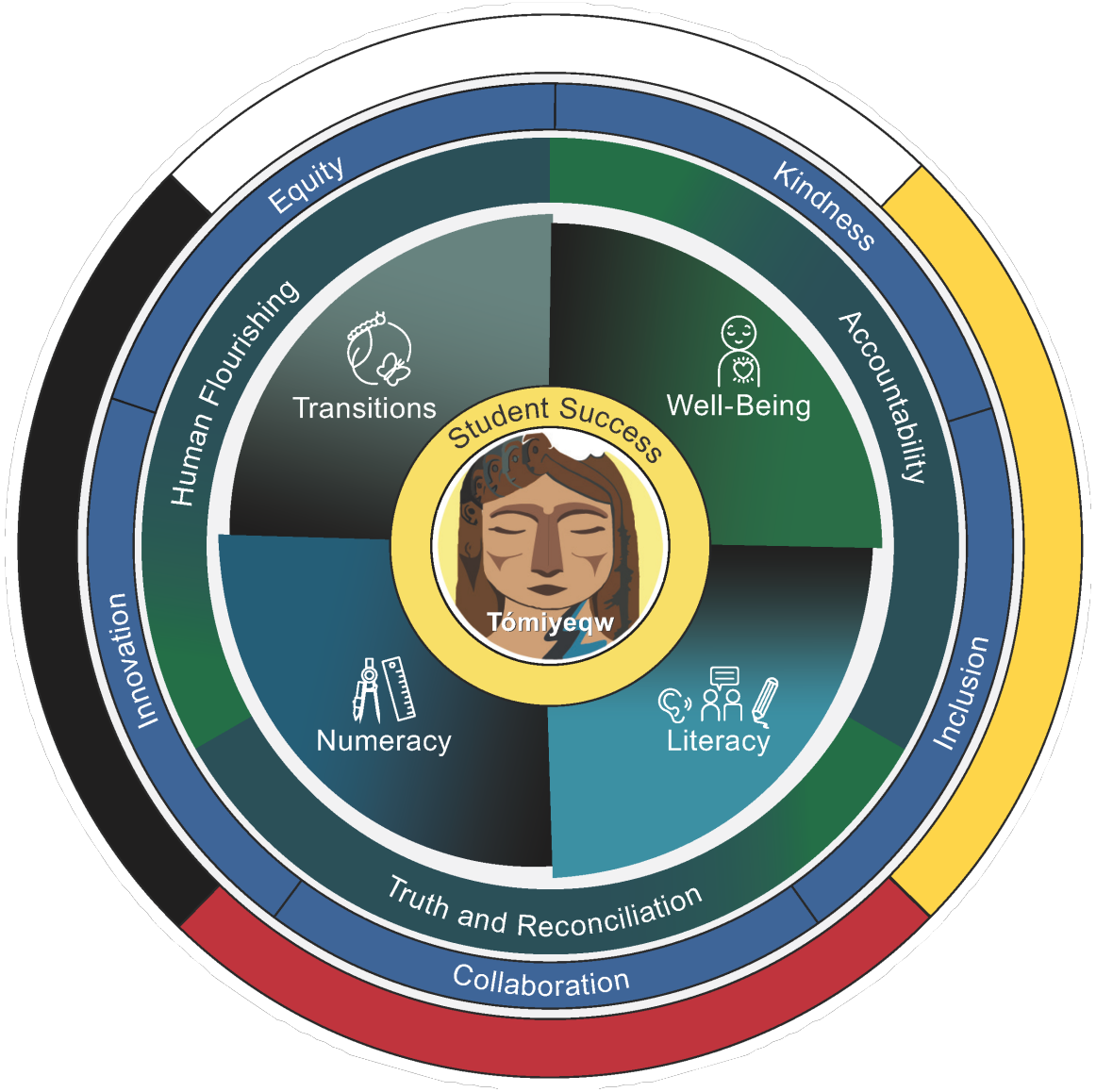
We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

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 Actions

Priorities 2026-2027 school year

Enhance student's reading, writing, and oral communication skills through:

i.)Using the Response to Intervention (RTI) system to ensure timely and targeted interventions for students based on school-wide screening throughout the year. School wide RTI support Tier 1 and 2 interventions and Universal Design for Learning for students based on school and district assessments.

ii.)Understanding of the Ministry Foundational Literacy Progressions and SD33 Literacy Framework and how they align between grades and connect to instruction.

School Measures

PMB
Grade 1,2,3,4,5
Word Inventory
Grade 1,2,3,4,5
Writing Sample
Grade 1,2,3,4,5
ACT
Grade 3,4,5
Grade 1
Phonemic Awareness
Letter Identification

Class Profiles
CBIEP/SBT meetings

District Measures

- FSA 4 (Reading / Writing)
- FSA 7 (Reading / Writing)
- Literacy 10 and 12
- PM Benchmarks (running records)
- ACT (Assessment ofComprehensio n and Thinking

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

Priorities 2026-2027 school year

Enhance student's foundational numeracy skills and mathematical thinking through:

i.) Implementing school wide use of SNAP for assessing and guiding instruction in developing number sense.

ii.) Implementing a balanced numeracy approach by incorporating hands on learning, problem solving, STEM activities, River/Forest/Mountain SNAP, number talks, vertical surfaces and applying learning to real world applications.

iii.) Using the Response to Intervention (RTI) system to ensure timely and targeted interventions for students based on school-wide screening throughout the year. School wide RTI support Tier 1 and 2 interventions and Universal Design for Learning for students based on school and district assessments

iv.) Understanding of the Ministry Foundational Math Progressions and SD 33 Numeracy Framework and how t

v.) hey align between grades and connect to instruction.

School Measures

SNAP – Number Sense and Operations- Gr. 2-5
FSA – Grade 4
Assessment Data (% students proficient/extending
Class Profiles
Fact Fluency assessment
Teacher collaboration time
CBIEP/SBT meetings
Continuous School Improvement Assessment

District Measures

- FSA 4
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)

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

Priorities 2026-2027 school year

Embed Social Emotional Learning (SEL) and well-being into classroom instruction and routines through:

i.) Continuing to make connections to Indigenous culture bringing authentic Indigenous resources and people into the school. Organizing Indigenous Hikes, land based field trips, Indigenous Learning Days, Cultural Nights, etc.

ii.) Align SEL instructional resources (Calm Classroom , Zones of Regulation) and strategies across the school and grade levels to ensure consistency and a shared language of support. Developing learner and class profiles to inform instruction, enhance SEL practices, and guide effective behavior supports across Tiers 1, 2, and 3.

iii.) Continue building on school Programs that foster connectedness- Breakfast Program, Social Play groups, Chess club, Tech Club, Buddies, School Sports, Afternoon Adventures, Lunch Program, Wrestling club

School Measures

Attendance at Transition events (RSL, Strong Start, Meet-n-Greet, etc.)
Attendance Rates
Attendance @ breakfast and lunch programs
Class and student profiles
Attendance

District Measures

- Grade to Grade Transition Data
- 5 and 6 Year Completion Rates (Graduation)
- Post-Secondary Transition Rates
- Attendance Rates

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 Actions

Priorities 2026-2027 school year

Engage in instructional practices, classroom and school routines that support transitions through:

i.) Early Childhood Education programs: Strongstart, Ready Set Explore, Mays Days, and Kinderfair – increase number of activities for families to connect with school.

ii.) Develop classroom routines, structures and supports that address known transition challenges (visuals, routines, expectations, SEL, etc.

iii.) Align Tier 2 and Tier 3 supports with the needs of incoming and outgoing students. Emphasis on identifying and transitioning vulnerable students through ongoing collaboration with families, CDC, community services, community partners and schools.

School Measures

Attendance at Transition events (RSL, Strong Start, Meet-n-Greet, etc.)
Attendance Rates
Attendance @ breakfast and lunch programs
Class and students profiles

District Measures

- Grade to Grade Transition Data
- 5 and 6 Year Completion Rates (Graduation)
- Post-Secondary Transition Rates
- Attendance Rates

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.

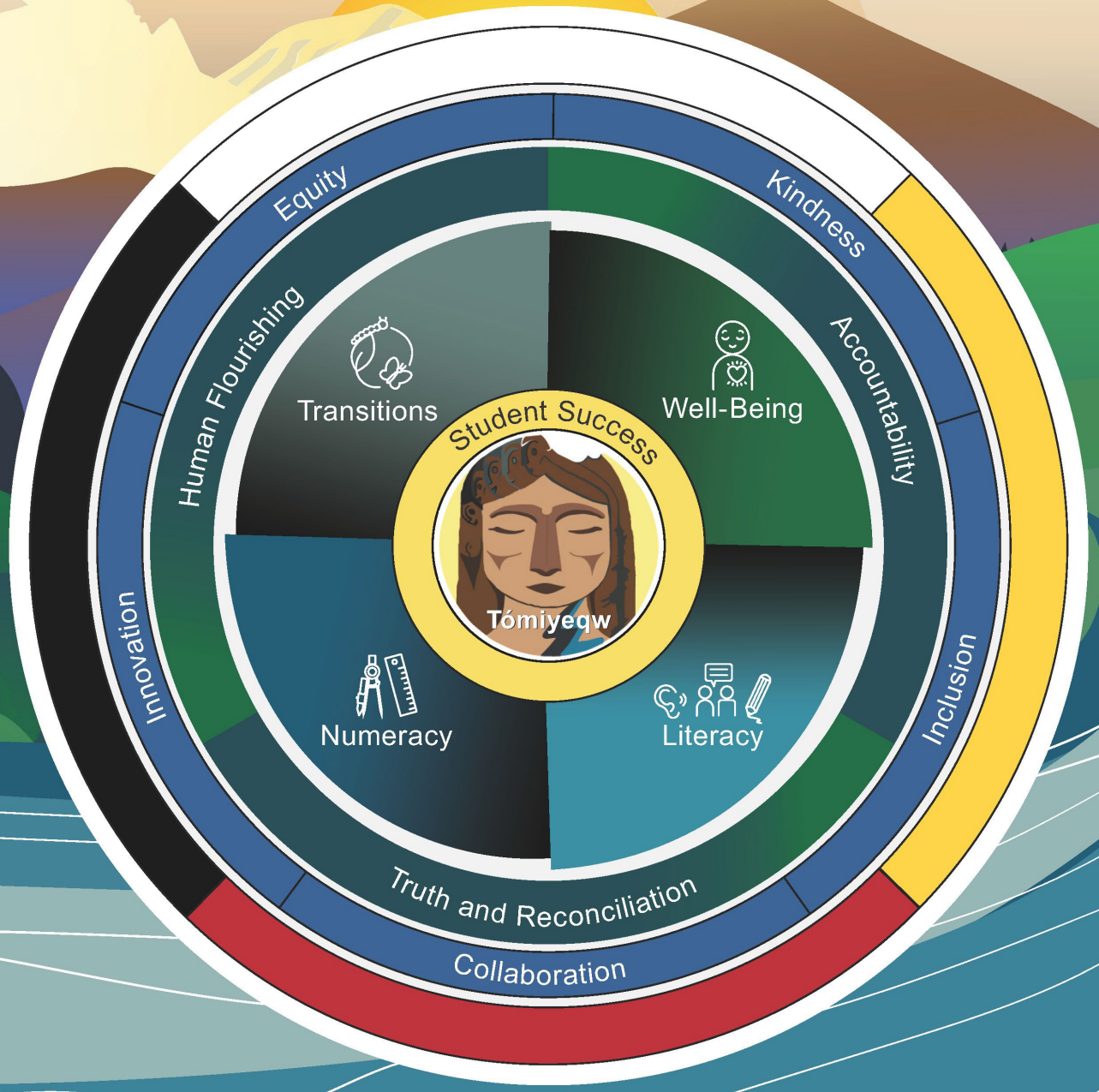
OUR MOTTO:

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.