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.

Unsworth Elementary

SCHOOL GROWTH PLAN 2026-2027

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

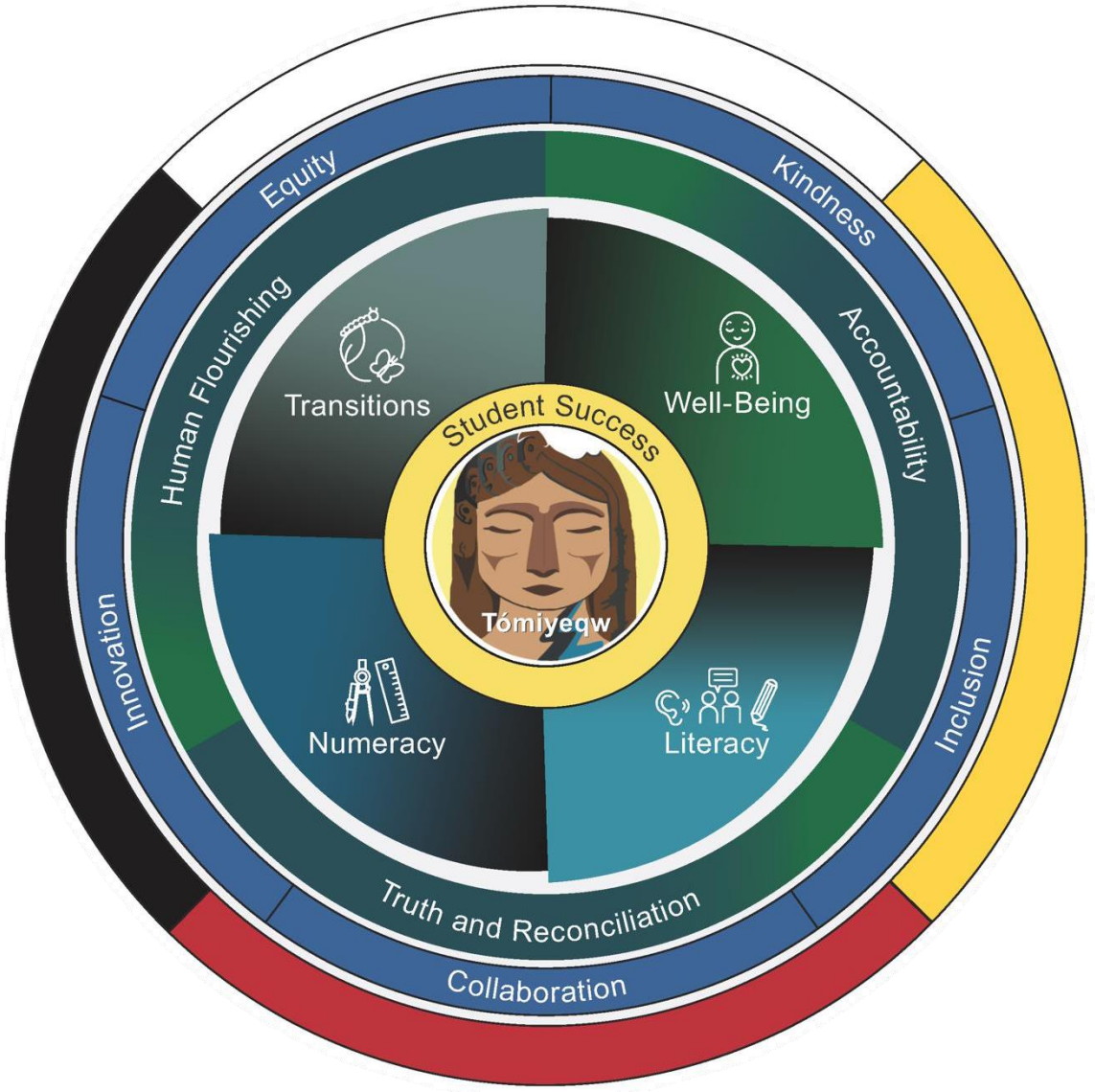
We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

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

1. Use practices for Universal Design for Learning:
   - Multiple ways of engaging learners
   - Multiple ways of representation (delivery of learning)
   - Multiple means of expressing learning

2. Monitor student progress and adjust teaching plan accordingly through the use of data from observing product, observation and conferences.

3. Conduct and use class profile meeting data to plan for instruction and further inquiry about the students' learning.

School Measures

- Core team meetings
- Elementary Literacy Collaboration Project
- Teacher observation and recording of data
- Classroom profiles
- Brightspace course participation to increase access points.

District Measures

- 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 Actions

1. Develop and implementation of structures and routines to support numeracy.

2. Implement practices for Universal Design for Learning
   - Multiple ways of engaging learners
   - Multiple ways of representation
   - Multiple ways of expressing learning

3. Use data from class profiles and plan for instruction and further inquiry about the students' learning.

School Measures

- Elementary Numeracy Collaboration Project
- SNAP Data
- Explore and develop visual kits on Sharepoint (schedules, routines, first/then) for classroom.

District Measures

- SNAP Operations
- SNAP Number Sense
- 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 Actions

1. Engage in instructional practices that support mental and physical well being.
2. Highlight SEL curriculum and MHL across courses and contexts.
3. Professional learning on supportive learning environments with student services (staff meeting, professional development days and collaboration times)

School Measures

- CORE team meeting data
- EDI/MDI Data
- Collaboration on CBIEP strategies for classroom instruction.
- School Incident Forms (Violent behavior and staff injury data)
- Student/Staff feedback

District Measures

- EDI Data
- MDI Data

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

1. Foster belonging through cross-grade and cross-school learning opportunities.
2. Teach self-advocacy and executive functioning skills to support student independence through transitions.
3. Use transition profiles (articulation process: academic, social, emotional, etc.) to support the individual and classroom profiles.

School Measures

- Analyze voice data to inform transition planning.
- Provide pre-transition meetings/tours for identified students.
- Provide parents with information on school district and community supports.
- CORE Team Meetings

District Measures

- eInsight Transition Data
- Graduation data

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.

