



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.

Promontory Heights Elementary Community 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.

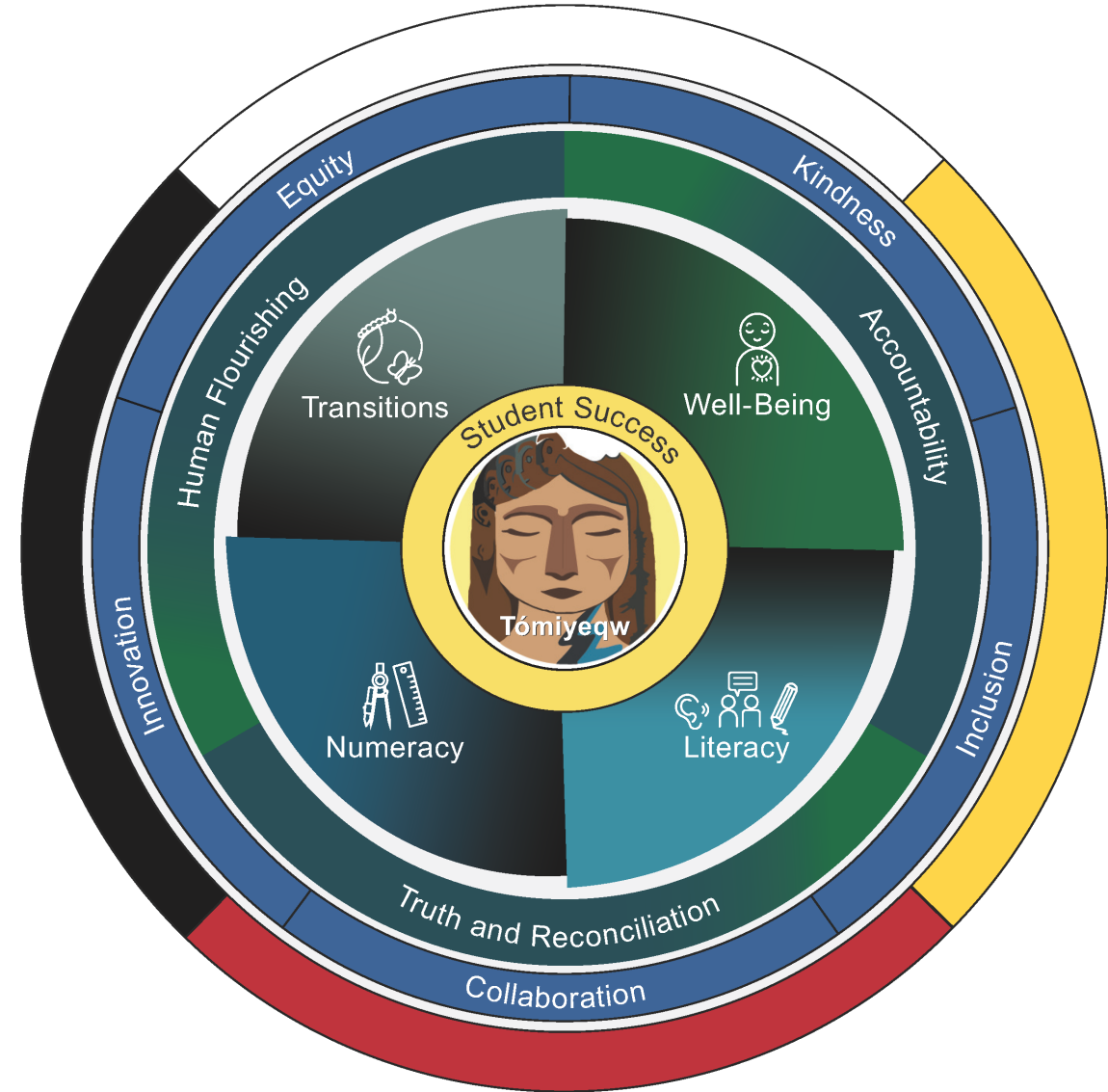
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

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

- Implement monthly meetings to share student data/Information
- Use Flex time to plan for literacy instruction
- Inservice with the curriculum Literacy Team
- Increase platooning with grade groups
- Time during staff meetings to discuss grade specific interventions
- Library time for every class and time with “just right” books
- Incorporating ways to find joy in reading including Super Reader, Reading Link Challenge and read-a thons
- Celebrating student work
- Support literacy professional development opportunities (Early literacy collaboration teachers)
- Support classes participating in the One School/ One Book initiative
- Literacy Lead teacher to provide regular updates on District Literacy initiatives
- Engage in High quality Instruction using whole class, small group and individual instruction
- Building consistency between grades using common language, structures and routines
- Encourage “buddy reading” classes

School Measures

List literacy measures

- PM Benchmarks-Running records
- Student writing samples
- ACT-Assessment of Comprehension and Thinking
- Writing rubrics
- Letter/Sound Identification
- Literacy intervention data
- Learning Updates
- CBIEP goals and data

District Measures

- ACT
- FSA (Grade 4 only)
- PM Benchmarks



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

List numeracy actions

- Provide strong Tier 1 instruction
- Expand school math materials to support strong Tier 1 instruction
- Support elementary numeracy collaboration, professional development and in-service training
- Request a numeracy Helping Teacher residency
- Invest in manipulatives and games to support hands on learning
- Use FLEX time for collaboration around common numeracy topics
- Using FLEX time for lesson observation
- Common resource used by grade like Mindful Mathy
- Engage in common strategies such as number talks and fact fluency
- Intentionally plan for whole class, small group and individual instruction based on learning goals for the lesson
- Intentionally using District resources such as SNAP and River SNAP
- STEM activities to promote critical thinking skills
- Use data sets such as SNAP, teacher observations and teacher assessments to inform instruction and interventions
- Designated Numeracy Lead teacher to share numeracy initiatives alongside District Numeracy lead teachers
- FSA with Care

School Measures

List numeracy measures

- SNAP
- FSA (Grade 4 only)
- Teacher observation
- Teacher assessment
- Learning Updates
- CBIEP goals and data

District Measures

- FSA
- SNAP
- Learning updates



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.

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

School Wide

- Revisit and refresh processes and procedures for the school including the Behavior Matrix, Code of Conduct, Staff manual and Health and Safety procedures
- Conduct regular assemblies (grade wide and whole school) that highlight and celebrate student achievement
- Participate in Indigenous learning including Rock your Mocs, Truth and Reconciliation Day learnings and encourage staff to bring in ways of knowing to their classrooms
- Encourage Spirit Days where students take a lead in organizing and promoting

Staff

- Establish a Teacher grade representative team to work on refreshing common processes and include this voice in all communication including staff meetings and committee work
- Encourage staff wellness and support social connections both formally and informally
- Include staff voice in school initiatives and processes
- Collect feedback following events for ongoing improvement
- Social/Emotional support groupings

Students

- Provide opportunities for peer leadership roles such as playground ambassadors, morning announcers, lunch monitoring, library tech, and buddy programs.
- Articulate clear expectations for behavior in all areas of the school
- Establish places and spaces for resetting
- Access to calm tools and resources

School Measures

- Teacher observation
- Student Services referrals
- Attendance data
- CYCW/Counselor referrals
- Office interventions
- CORE/SBT Meetings

District Measures

- Grade 4 Student Learning Survey
- Student Survey Data (EDI/MDI)
- CHEQ 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 Actions

Early Years to Kindergarten

- Ready, Set, Learn to welcome students and families to Promontory Heights
- Work with Early Learning to understand students with complex needs through CDC
- Connect with our Community School Panther Pen for incoming students informing them of events like Ready, Set, Explore and Kinderfair
- Advertise and encourage family participation in SD33 Early Learning programs

Grade to Grade Transitions

- Establish a class roster setting process where teachers have input
- Teacher input with class rosters to consider strengths, needs and friendships for balanced classes
- Encourage teachers to review previous years documents and student records
- Support collaboration and intentional information sharing between grade-to-grade teachers
- Ensure CBIEPs include transitional goals
- Provide cross-grade learning opportunities

Elementary to Middle School

- Collaborate with middle school to share grade 5 information with transitional team
- Invite the transition team from middle school for classroom visits
- Schedule school visits and tours with middle school
- Provide opportunities for vulnerable students to visit middle school more than once

School Measures

- MDI/EDI data
- Use of Green Files
- Transition events
- Attendance programs and data
- Kindergarten Gradual Entry
- CBIEP Transition goals and plans
- CHEQ data

District Measures

- Grade to grade Transition data
- 5 and 6 year completion rates (Graduation)
- Attendance 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.

