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.

McCammon Elementary

McCammon Elementary

SCHOOL GROWTH PLAN 2025-2029

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

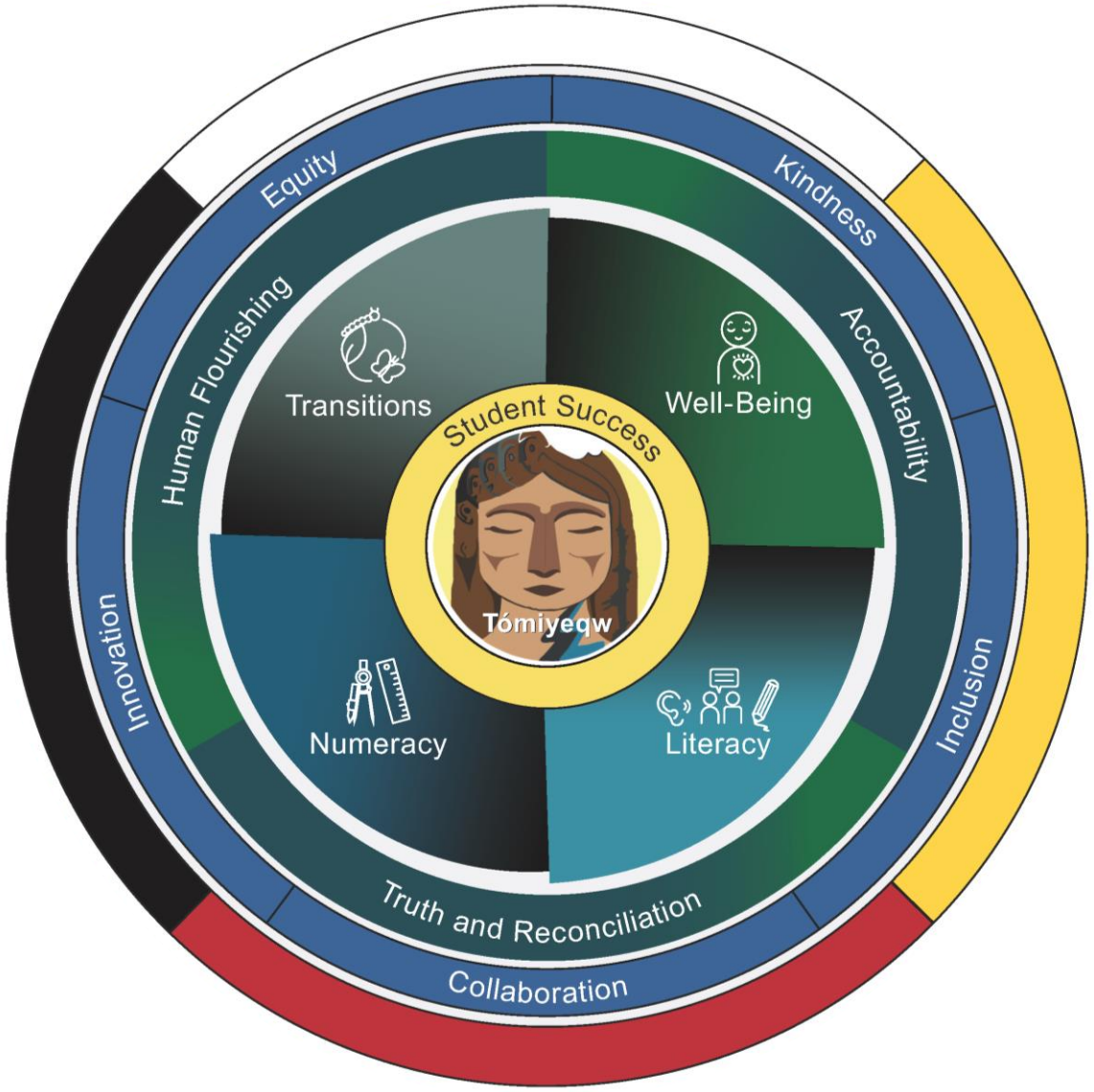
We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

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.



McCammon Elementary

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.

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

Together we will prioritize:

1. Determine a culture of writing instruction and representation that aligns with student needs and lesson content (whole class, small group, or independent).
    - Support small group instruction integrity through whole class routine and structure.
    - Utilize support staff appropriately to enhance instructional practices.
    - Develop professional practice through staff learning (team time, staff meeting, collaboration)

<u>Continuing Practices:</u>

- Develop and implement structures and routines to support literacy.
    - Engage in focused professional development to support school wide growth in writing instruction.
    - Utilize targeted Phonics programs to ensure consistency between grade groups and skills learned (UFLI/Heggerty/Rapid Literacy)
- Ensure goals, objectives and strategies outlined in the CBIEP align with the learning occurring in the classroom and correspond to classroom learning access points.
- Use Assessments to develop class profiles and plan for instruction, further inquiry about student's learning (who do we need to find out more about?)

School Measures

- ELCT Report
- Oral Language Groups
- Running Records
- Decoding Screener
- Writing Rubric
- Student CBIEP Literacy Goals
- Team Time (Writing Focus)
- Bi-weekly Learning Support team meetings
    - Tier 2 Literacy Referrals
- Class Profiles
- Strategic Plan Check Points

District Measures

- Primary and District Based Assessments
    - Words Their Way
    - PM Benchmarks
    - ACT
    - Primary Assessments
    - Writing Sample
- Grade 4 FSA Data

McCammon Elementary

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

Together we will prioritize:

1. Develop meaningful Tier 1 & 2 instruction that supports the growth of developing mathematicians. Through the Early Numeracy Collaboration Project.
    - Create a school Numeracy Action Plan
    - Use RTI2 practices to enhance numeracy intervention
    - Embed structures and supports that allow for teaching collaboration and sharing of resources.

<u>Continuing Practices:</u>

Develop and implementation of structures and routines to support numeracy.
    - Improve Home School connection for numeracy through monthly math games and problem solving for families to participate in.
- Determine mode of instruction and representation that aligns with student need and lesson content (whole class, small group, or independent)
    - Utilize the Provincial <u>K-4 Foundational Numeracy Progressions</u> document to ensure consistency between grades.
- Ensure goals, objectives and strategies outlined in the CBIEP align with the learning occurring in the classroom and correspond to classroom learning access points.
- Understanding of numeracy frameworks and how they connect to instruction.
- Use Assessments to develop class profiles and plan for instruction, further inquiry about student's learning (who do we need to find out more about?)

School Measures

List numeracy measures

- Year staff learning plan
- Numeracy Night
- Small Group Numeracy Tools
    - Tier 2 Numeracy Referral
- Lunch Math Games Club
- Math Resource Inventory
- Early Numeracy Collaboration Partnership
- Fact Fluency Assessment
- Class Profiles

District Measures

- SNAP
- Fact Fluency Assessment
- River SNAP
- Forest SNAP
- Mountain SNAP

McCammon Elementary

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 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.

Timely Targeted Interventions
We implement meaningful supports during transitions through collaborative conversations andplanning between students, staff, family, and partners to provide connected pathways through pre-K-12 and beyond.

FPPL: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

Together we will prioritize:

1. Embed Social and Emotional Learning (SEL) and well-being into classroom/school instruction and routines.
   - Professional learning for SEL and class profile development and PEACEful classroom/schools.
   - Use FBAs to create Positive Behaviour Support Plans.
   - Utilize trauma-informed practice and engage in training to support students and staff well-being.

<u>Continuing Practices:</u>

- Engage in instructional practices that support mental and physical well-being
  - Provide opportunities in classrooms for regulation (structures and routines)
- Engage in instructional practices that support Truth and Reconciliation, SOGI and Anti-racism.
- Ensure First Nations Perspective on Health and Wellness are embedded in SEL instruction and the FPPL are included in all areas.

School Measures

- Social Committee
- Team Time & Staff Meetings
- Collaboration groups
- Grade group meetings
- PBS Committee
- Class Profiles
- Innovative Practices (K-POD)
- Inclusion of EAs in collaborative planning.

District Measures

- EDI/MDI
- CHEQ
- Student Learning Survey

Student Success



















McCammon Elementary

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 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 is embedded in memory, history, and story.

Together we will:

1. Understand the transitions framework and how it connects to instruction
    - Develop classroom routines, structures and supports that address known transition challenges (visuals, routines, expectations, SEL, etc).
    - Collaborate with teachers/staff to promote successful transitions between grades from year to year.

<u>Continuing Practices:</u>

- Foster belonging through cross-grade and cross-school learning opportunities.
- Use triangulation of Evidence to support student growth and success.
    - File reviews
    - Green files
    - Medical/Educational Assistants
    - EIRP/ISWI
    - CBIEPs
    - Student Survey Data
    - Class Profiles

School Measures

- EdPlan Transition Data
- Articulation Meetings
- Ready, Set, Explore
- Pre-Kindergarten Communication
- Grade Group programs
- School Wide Events
- Indigenous Community Partnerships.
- New Student Gradual Entry
- Student Placement Cards

District Measures

- Articulation Meetings

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.

