



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.



SARDIS SECONDARY SCHOOL GROWTH PLAN 2026-2029

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.

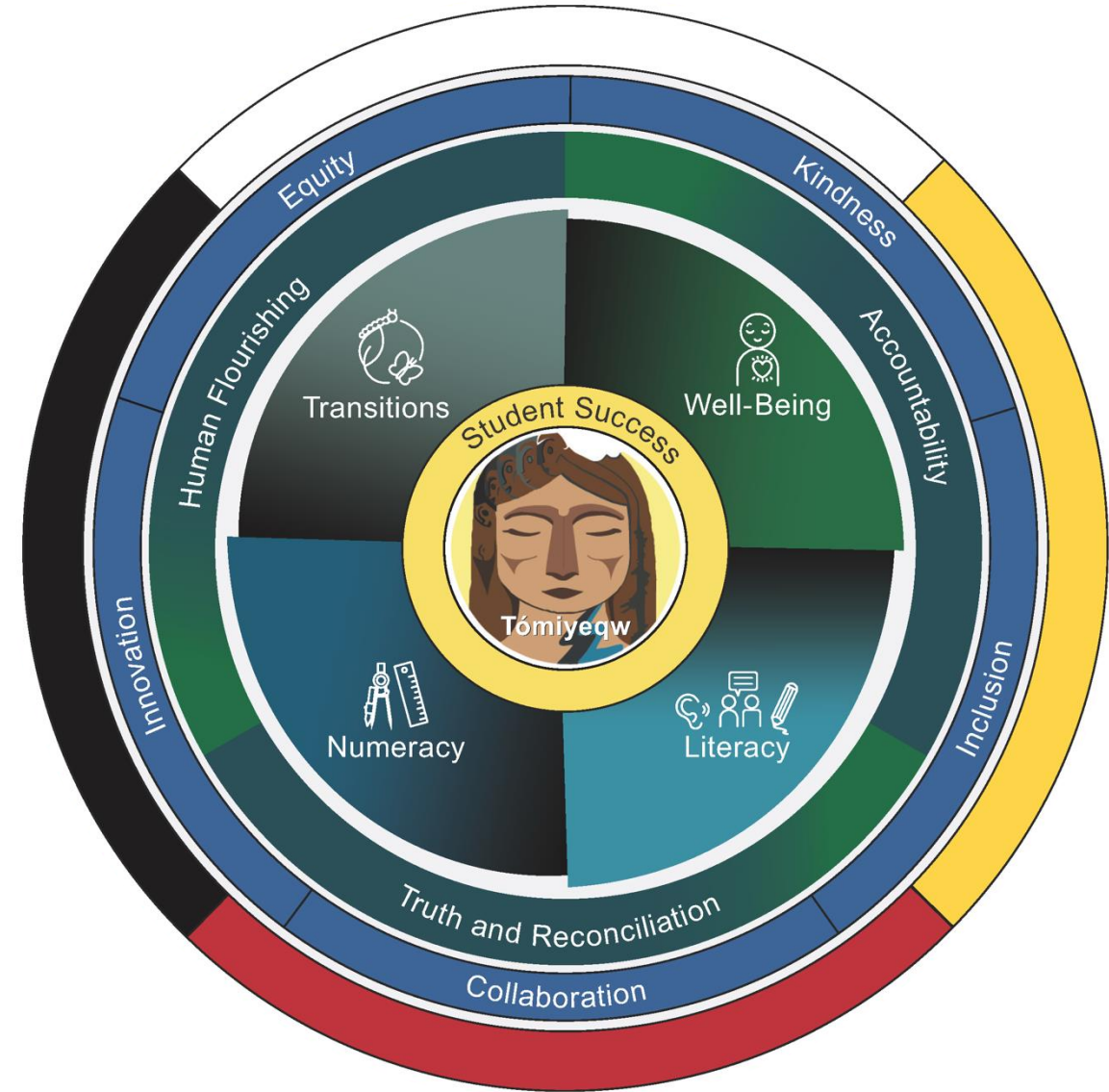
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.





At the heart of Sardis Secondary is a belief that **every student matters**. Our caring and collaborative staff creates an inclusive environment where students feel known, supported, challenged, and connected. We celebrate diverse strengths, interests, cultures, and learning needs while creating opportunities for every student to experience success and belonging.

For 70 years, generations of Falcons have shaped who we are. We honour that legacy as we continue to grow and create opportunities for those who will follow. At Sardis, **Meet the Challenge** is more than a motto. It reflects our commitment to learning, community, and one another.



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.

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

We are dedicated to ensuring that students are proficient in foundational literacy skills and to increasing their abilities, confidence and willingness to engage with language to acquire, construct and communicate in meaningful ways.

Literacy Development

- Expand our use of varied written, oral, visual, and digital sources
- Build comprehension, critical analysis, and awareness of bias and relevance
- Integrate Indigenous literature, oral traditions, and storytelling, including translated and TPRS-based Indigenous texts
- Encourage reflective writing and communication to deepen understanding across subjects
- Collaborate with district literacy specialists to implement PM Benchmarks and targeted intervention blocks for identified students (grades 9–12)

Instructional Strategies

- Blend direct instruction, project-based learning, and inquiry methods
- Use literacy as a foundation for learning and empower students to express ideas and think critically
- Integrate math and literacy into real-world contexts to enhance engagement and understanding
- Connect terminology to practical application through labs, projects, and applied examples

Indigenous Integration

- Continue expanding and updating Indigenous learning resources
- Promote English First Peoples 10–12 courses to meet Indigenous-focused graduation requirements

Assessment and Reflection

- Use a mix of formative and summative assessments, including self-reflection and performance standards
- Conduct department reflection and collaboration to improve teaching and assessment practices
- Analyze provincial literacy assessment results to guide instruction

Professional Collaboration and Growth

- Engage in professional development to align with current pedagogical research
- Collaborate within departments and across the district to enhance instructional quality
- Work with educational consultant Leyton Schnellert on teaching and assessment strategies

School Measures

- SORA – library resource
- Brightspace Courses
- Inquiry projects supported with Leyton Schnellert
- Classroom Profiles – meeting students where they are at and measuring growth
- Report Cards/ Learning updates
- SBT referrals
- Enrollment in LA/LAR
- CBIEP and Case Manager support
- ELL support
- Literacy Assessment and data
- Department Meetings

District Measures

- Literacy 10 and 12 Assessments



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.

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

We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations.

Targeted Interventions

- Develop and implement numeracy intervention programs for identified students (Math & Science)
- Schedule targeted support blocks (LA, LAR, EAL, PD, Alternate, Retail)
- Provide adjudications as per student support plans

Collaboration

- Work with district numeracy intervention teachers to understand and apply Numeracy Benchmarks for Grades 9–12
- Partner with feeder schools, case managers, and support staff to ensure accurate student placement (e.g., Math 9, Math 9 Foundations, AWM9)

Provincial Numeracy Assessment Preparation

- Provide practice opportunities using Ministry sample assessments
- Have the Assessment POSR visit classes to review assessment procedures
- Track and analyze assessment outcomes to guide instruction

Numeracy Integration Across Subjects

- Embed mathematical thinking (rhythm, ratio, pattern, spatial awareness) into creative processes
- Use data (times, reps, distances) for analyzing fitness and performance
- Incorporate daily number use to enhance practical numeracy
- Integrate statistics, charts, and graphs in instruction—e.g., population trends, economics, and production data

Application and Evidence

- Encourage use of numeracy for real-world problem-solving and data interpretation
- Include scale-up/scale-down labs and financial literacy projects
- Ensure final projects meet defined product standards

School Measures

- Numeracy 10 Assessment
- Course completion rates
- Student Engagement

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.

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

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all members of the Sardis Secondary community thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing and fulfillment.

Staff Well-being and Support

- Ensure all staff are aware of the Employment & Family Assistance Program (EFAP) through presentations, follow-up emails, and ongoing reminders, sharing information on health risks, benefits of wellness initiatives, and resources that support staff health
- Continue implementing the Sardis Secondary Social, Health, and Wellness Plan to promote healthy choices, social engagement, and supportive workplace policies
- Encourage staff gatherings, team-building events, and shared meals to foster connection and well-being

Student Sense of Belonging and Engagement

- Promote student participation in clubs, teams, Falcon Fridays, and school events to strengthen community and belonging
- Provide opportunities for student leadership in activities, assemblies, and celebrations
- Continue connecting students to CYCWs, counselling, and outside agencies for emotional and mental health support

School Measures

- Equity Scan
- YDI
- Student Learning Survey
- Attendance Data
- Office Referrals
- Counselor referrals
- All staff are aware of supports available through EFAP
- All staff are able to access website and contact information
- Social and wellness committee is established and functioning

District Measures

- Student Learning Survey grade 4, 7, 10 and 12
- EDI (Early Years)
- CHEQ (Kindergarten)
- MDI (Middle Years)
- BCAHS (BC Adolescent Health Survey)
- YDI (Secondary Years)



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School Actions

Emotional, Social, and Holistic Learning

- Embed emotional regulation, stress management, and real-world learning in our programming and learning
- Use surveys, reflections, and teacher observations to assess well-being and learning.
- Create inclusive, flexible, and respectful spaces where all students feel valued and supported; use Tier 1–3 interventions as needed
- Encourage students to learn from personal and community stories to develop empathy, understanding, and human rights awareness

Classroom-Specific Well-being Goals

- Integrate mindfulness, stress management, and movement-based wellness practices
- Foster confidence, risk-taking, and self-expression in language learning through safe, supportive environments and flexible assessments
- Build belonging through inclusive, expressive, and collaborative creative experiences

Community and Family Support

- Ensure students and families face minimal barriers when accessing school or community supports

“Those who dedicate themselves to learning and who exhibit curiosity are almost always happier and more socially and professionally engaging than those who don’t” - John Coleman, Harvard Business Review

School Measures

- Wellness Bulletin Board created for staff that includes healthy tips
- District Equity Scan
- Co-teaching, co-collaboration meetings
- Guest speakers from community
- Push-in classroom support
- Track engagement through student self-assessments, wellness surveys, and evidence of service use.

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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.

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

Students experience pivotal transition points throughout their education, from grade to grade and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners, so they successfully complete their education with a sense of dignity and purpose, and opportunities to meet their goals.

Quarterly Reviews

- After each term or semester, the School-Based Team (SBT) reviews all student course failures to determine recovery options, adjust graduation plans, and modify schedules to keep students on track for graduation.

Interession Completion Program (ICP)

- Students who fail graduation-required courses may be recommended for a two-week intensive course recovery program during Spring Break or late August, allowing them to earn credit and remain on track for graduation.

Course Completion Rates

- Semester-based course completion data is calculated and shared with staff. Trends are analyzed to identify areas needing intervention and improvement.

Data-Driven Decision Making

- Data on course completion (including subpopulations such as Indigenous students, students with disabilities, and Children in Care), reading/writing outcomes, and provincial assessments are analyzed to guide targeted strategies and planning

Meaningful Pathways

- Students have access to a variety of career and post-secondary exploration opportunities such as Career Cafés, Career Days, job interviews, workshops, and parent/student presentations (e.g., “Parents as Education & Career Counselors”)

School Measures

- Attendance Data
- DRT Referrals
- Edplan Data
- Articulation Meetings
- Class Profiles
- Graduation Rates
- DRT Referrals
- Alternate Education Referrals
- YDI Data

District Measures

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



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School Actions

Transition and Student Support

- Supports are provided for diverse learners (EAL, alternate programs) and during key transition points—Grade 9 entry and Grade 12 exit. Efforts include transcript monitoring, post-secondary planning, and collaboration with feeder schools to maximize graduation rates
- Indigenous Leadership Class, along with the Ind. team, host an Indigenous Family Dinner for students and families from SSS and VMS (Gr. 8). This brings the Gr. 8 students/families into SSS for a fun evening where they meet some of the SSS students, teachers, and see the school.
- Indigenous Leadership team visits VMS prior to the end of the school to meet the Gr. 8 students, tell them about SSS, what they should expect, etc. This helps ease the transition to Sardis Secondary and allows VMS students to meet some SSS staff and students prior to coming to SSS in September.
- The Indigenous Grad Coach helps Sardis Secondary Indigenous students with their graduation plans, scholarships opportunities, and with navigating the secondary experience. This additional support helps support Gr. 9-12 Indigenous students alongside the rest of the SSS Indigenous team.

Classroom Specific Transition Planning

- Focus on smooth, connected learning pathways that build confidence and continuity through graduation
- Support autonomous learning, fluency, and lifelong language development
- Encourage lifelong wellness and goal-setting habits.
- Support students transitioning between general and elective courses, and into post-secondary studies, emphasizing adjustment, engagement, and exposure to diverse learning opportunities.

Instructional and Environmental Optimization

- Teachers will establish clear routines, streamline curriculum across grade levels, and ensure consistent learning experiences regardless of instructor.

School Measures

- Success rates from each quarter
- ICP completion numbers
- Course completion rates and data analysis
- Data assessment of sub-populations
- Provincial assessment data
- Grad rates – school wide, Indigenous and provincial
- Student success will be measured by project quality, engagement, and course completion outcomes.

District Measures

- Graduation Rates
- DRT Referrals
- Alternate Education Referrals
- YDI 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.

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