



Sardis
Secondary School

Sardis Secondary is a school rich in the tradition of pride & school spirit, the pursuit of academic excellence, providing course options to meet passions, and supporting our students for opportunities beyond graduation.

We believe that learning must be engaging, relevant and meaningful, grounded in inclusive practices and First Peoples Principles of Learning, and, as such, we are committed to the growth of future-oriented citizens.



Sardis Secondary Growth Plan 2025-2026

“The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.” - BC Ministry of Education and Child Care

The framework of our school growth plan is wrapped in the First Peoples Principles of Learning (FPPL), using the colours of the cardinal directions of the medicine wheel: White, Yellow, Red and Black. The outer edges of the framework represent the Chilliwack School District’s Mission, Vision, Motto, and Governance to assist in keeping our school moving in the same direction and encompassing the Vision:

~Syós:ys lets’e th’ále, lets’emó:t~

(See EYE yees, LETS – a - thala, LETS – a - mot)

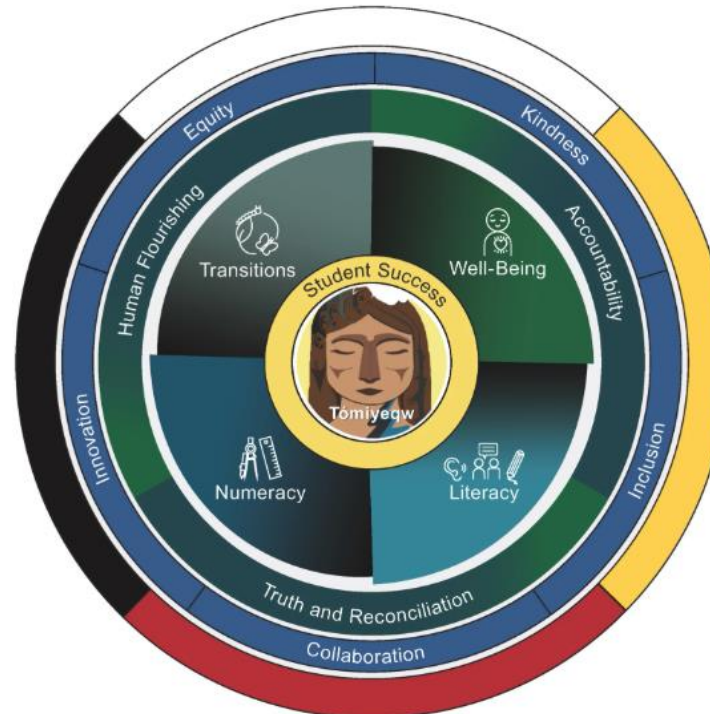
~One heart, one mind, working together for a common purpose.~

HIGH QUALITY INSTRUCTION

Innovative, inclusive and research based instruction and assessment practices support the well-being of all learners and their readiness to be inspired and engaged in life-long learning.

TARGETED INTERVENTIONS

Timely and targeted supports are the cornerstone in creating a culture of equity and belonging where all learners thrive and reach their potential.



DATA DRIVEN DECISIONS

The intentional collection and analysis of meaningful evidence ensures that actions and decisions directly support the success of all learners.

COLLECTIVE RESPONSIBILITY

Common core values and shared responsibility for student success promotes deep collaboration and commitment to growth as educated citizens.



“Literacy is the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, to accomplish one’s goals. Literacy helps students apply reading, writing, speaking and listening skills across a variety of subject areas.” - BC Ministry of Education.

“Literacy is the foundation for learning. It creates a connection to each other and the world. Literacy can be a source of joy.” - SD33

Goal

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.

Strategy

1. Improving student achievement through high quality instruction.
2. We utilize competency-based assessments to assess student progress.
3. We implement data driven, timely and targeted instructional interventions for students.

School Actions

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

- Evidence from daily instruction, assessments, and reflection.
- Improved student literacy and engagement.
- Positive transition experiences for incoming and graduating students.
- Enhanced teacher collaboration and instructional quality.
- Increased student understanding, connection, and participation in learning.



“Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems and make decisions in a variety of situations, including real-life scenarios.” – BC Ministry of Education

“Numeracy is the ability to understand, interpret and work with mathematical concepts. Developing number sense builds confidence, curiosity, and supports everyday problem solving.” – SD33

Goal

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

Strategy

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).
2. We utilize competency-based assessments to assess student progress.
3. We implement data driven, timely and targeted instructional interventions for students.

School Actions

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

- The collection and analysis of meaningful formative and summative assessments to ensure actions and decisions directly support the success of all learners.
- The continued use of self and department reflection about and improvement of teaching practices, success of assignments and units, and assessment methods.
- Analyze student success rates in Math/Science 9 and progress into Math/Science 10.
- Compare school numeracy results to district and provincial data.



"Well-being embraces the whole person including their physical, emotional, mental and spiritual health." – SD 33
Well-being "is the way one views or feels about life, and the extent to which one has a sense of purpose and positivity." (Well-Being and Resiliency, 2019). A culture of well-being is central to achieving our goals and lifelong success.

Goal

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.

Strategy

1. Staff Well Being - the emotional and mental health needs of Sardis staff will continue to be a primary focus. This focus on staff translates to a focus on students as the latter will find themselves surrounded by caring and committed adults.

2. Sense of Belonging – attendance and learning is deeply connected to a sense of belonging. As a school, we will work to remove instances of discrimination, injustices, and inequity and ensure there is an opportunity for all students to be connected to the school community.

4. We will emphasize success, well-being and equitable opportunities for **Indigenous Learners**. Learning is embedded in memory, history and story.

School Actions

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

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

- All staff are aware of supports available through EFAP
- All staff are able to access website and contact information
- Staff and/or families who need additional support are utilizing services.
- Social and wellness committee is established and functioning
- 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 refer to *changes or movement from one stage to another, at significant points in a students' life. Transitions are disruptive and, as a result, require the provision of extra care and attention to student needs, which in turn further informs educational practices and supports.*

Goal

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.

Strategy

1. We will monitor and report courses required for graduation completion rates and graduation rates on a term, semester and yearly basis with a focus on improvement.
2. We will begin a school inquiry focused on courses required for graduation to disaggregate the data for the sub-populations of Indigenous students, students with diverse abilities or disabilities and Children in Care.
3. We will ensure students find meaningful pathways, throughout secondary school and beyond graduation, including post-secondary, apprenticeship, university, college and workplace.

School Actions

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")

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

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.



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Our bar of excellence!

The staff at Sardis Secondary is passionate, collaborative, and committed to providing equitable opportunities and strong support that foster students' critical and creative growth. The team has adapted well to challenges such as renovations and limited space, maintaining organization and effectiveness.

Sardis Secondary excels at meeting the needs of ambitious French language learners, supporting students facing learning barriers, and accommodating all students. In our school, student engagement, culture, and well-being have been a major focus, along with noticeable academic progress. Overall, teachers feel students are very connected both with one another and with their subject areas, reflecting a positive and thriving learning environment.