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.

Stitó:s Lá:lém Totí:lt

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.

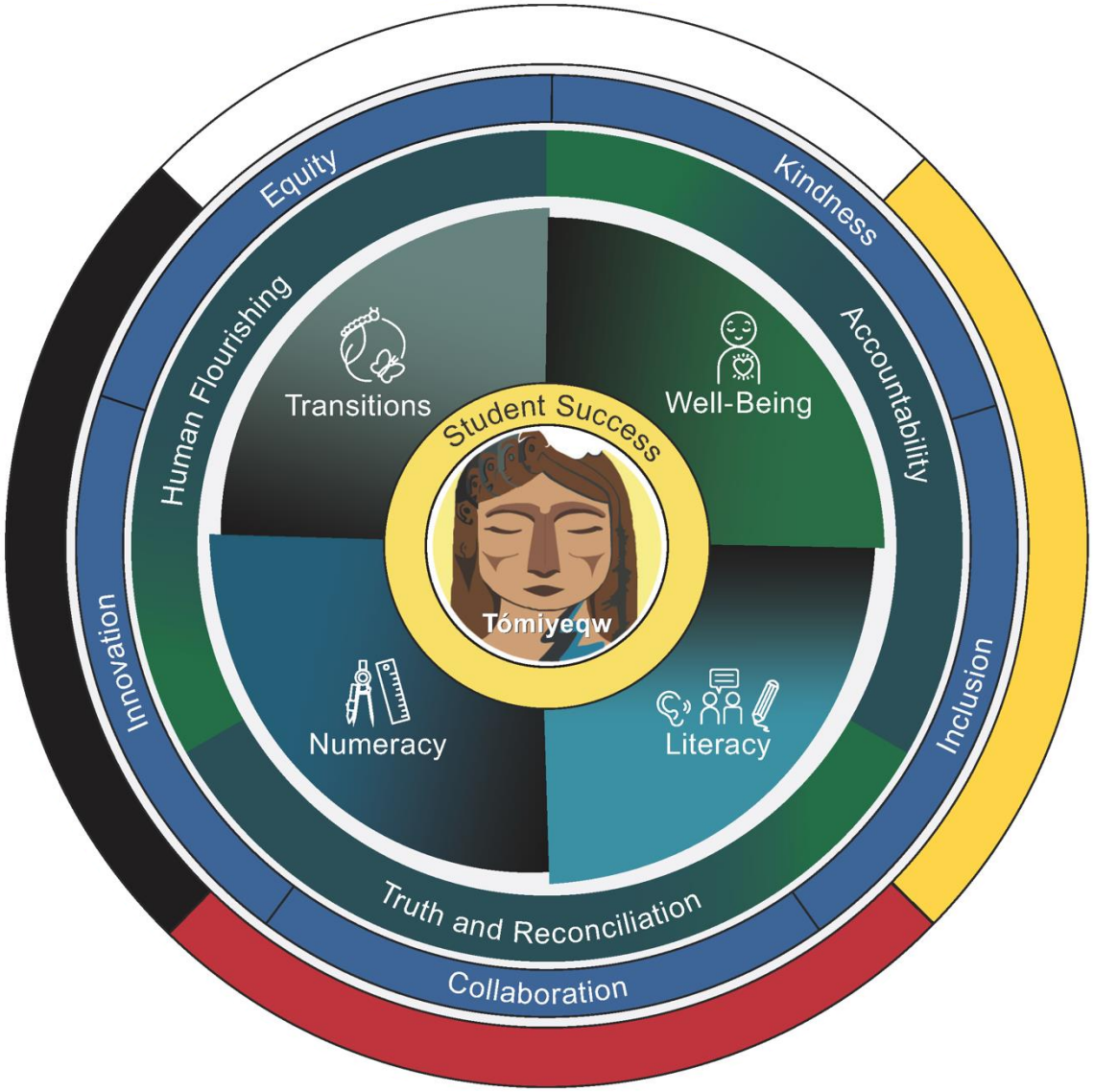
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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*

High Quality Instruction
- Participate in Elementary Literacy Collaboration across grade teams.
- Engage in mentorship with literacy helping teachers.
- Partner with Dr. Leyton Schnellert through inquiry projects focused on lesson design, UDL, and high-quality instruction at Middle School.
- Implement UFLI, Heggerty, and Making Words to strengthen foundational literacy (K–3 focus).
- Continue school-wide literacy initiatives through the library, DEAR, and author visits.
- Use visual kits and accessibility tools (SharePoint visuals, Word, PowerPoint, Brightspace, AI) to support inclusive instruction. Education for staff on this is a goal through staff meetings and Assessment and Evaluation Days
- Promote cross-grade literacy mentorship through Alpha Buddies and Big Buddy programs.

Evidence-Based Decisions
- Use Reader Profiles and class profile meetings to guide instructional planning and differentiation.
- Analyze classroom and district data to inform next steps in literacy intervention.
- Collaborate through Helping Teacher Residencies and Inquiry Projects to review evidence of learning.
- Use online reading platforms (RAZ Kids, EPIC, UFLI digital) for targeted reading support and monitoring growth.
- Encourage cross-grade collaboration to align literacy strategies between elementary and middle years.
- Collect feedback from Family Literacy Night and school-wide events to monitor engagement and impact.

Targeted & Timely Interventions
- Continue small group literacy instruction collaborations and team-time targeted interventions.
- Ensure accessibility and equity by exploring SORA for diverse, inclusive reading material and audiobooks.
- Support after-school spelling and literacy clubs for skill development and enrichment.
- Review and embed inclusive practices from the Monthly Inclusive Newsletter into classroom instruction.
- **Strengthen Tier 2 interventions with data-informed adjustments and shared planning among classroom and support teachers.**
- Increase culturally responsive literacy engagement, particularly for ELL learners.

**2026-2027 Priority Actions are in Bold*

School Measures

List literacy measures
- FSA Data
- ACT Data
- School Wide Write
- PM Benchmarks
- Word Inventory
- ELC Notes
- **LA Intervention Meetings**
- Report Card Data
- Student Teacher Conferences

District Measures

- ACT Data
- FSA Data
- PM Benchmarks
- Word Inventory

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*

High Quality Instruction

- **Elementary + Gr 6 Numeracy Collaboration to align instructional/intervention strategies across grades.**
- Engage in Helping Teacher Residencies and Inquiry Projects with Dr. Leyton Schnellert (Middle).
- Implement Build Thinking Classrooms and Vertical Math approaches to deepen conceptual understanding.
- Celebrate numeracy through Pi Day, Math Mania (UFV), and UFV Math Night.
- Host STEM and Family Math Nights to connect families to classroom learning.
- Math Focused after-school middle school math collaboration to share instructional strategies and align on scope and sequence – Look at how to build this to K-8

Evidence-Based Decisions

- Use Addition and Multiplication Fact Fluency assessments, SNAP and other classroom assessments to monitor growth and inform instruction.
- Share classroom and school-wide numeracy data in collaboration meetings.
- Support Teacher and Classroom teachers collaborate and use data from assessments to form meaningful math groups for tier 2 and 3 interventions, with

Targeted & Timely Interventions

- Use team time to provide targeted numeracy interventions and small group instruction.
- Maintain consistent routines and language between classroom instruction and intervention settings.
- Use AI and accessibility tools to differentiate instruction for diverse learners. Educate on these supports in Staff Meetings.
- Build staff confidence through professional learning on math intervention strategies and universal supports.

**2026-2027 Priority Actions are in Bold*

School Measures

List numeracy measures

- SNAP
- FSA
- **Addition Fact Fluency Assessment**
- **Multiplication Fact Fluency Assessment**
- **Curriculum Teacher feedback and support**

District Measures

- SNAP
- 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*

High Quality Instruction

- **Embed SEL instruction and regulation routines into daily classroom practice. Common Resource used, such as *Open Parachute***
- Integrate Truth and Reconciliation, SOGI, and anti-racism learning within classroom discussions and curriculum.
- Include First Nations perspectives on health and wellness in SEL instruction.
- Align classroom expectations and code of conduct with trauma-informed, anti-bullying, and anti-harassment principles.
- Collaborate on CBIEP classroom strategies between classroom teachers and case managers.
- Engage in professional learning on SEL and MHL through PEACEFUL classrooms, class profile work, and Pro-D sessions.
- Provide opportunities for classroom regulation through predictable structures and routines.
- Review and apply ideas from the Inclusive Newsletter in classroom practice.

Evidence-Based Decisions

- Use student voice groups and teacher discussions to inform school-wide well-being priorities.
- Support teachers to develop and update class and learner profiles connecting SEL and behaviour needs.
- Use Functional Behaviour Assessments (FBAs) and Positive Behaviour Support Plans (PBSPs) to guide interventions.
- Monitor staff wellness and encourage open dialogue following challenging events.

Targeted & Timely Interventions

- Collaborate across school-based teams (SBT, Care Team, Student Support) to review needs and match supports.
- Develop and review CBIEP goals and strategies with teachers and support staff.
- Apply trauma-informed approaches for complex learners.
- Maintain active collaboration with families, district staff, and community partners for student well-being.
- Continue participation in the ADHD Working Group and implementation of shared strategies.
- Use FBAs to design and monitor Positive Behaviour Support Plans for targeted students.
- Meet and collaborate with education support workers in Tzeachten and Soowahlie communities

**2026-2027 Priority Actions are in Bold*

School Measures

List well-being measures

- **MDI/EDI**
- **Office Referrals**
- Attendance Data
- **Student Learning Survey**
- Equity Scan
- Student Engagement Group Data Collections on Accessibility
- **Counsellor Referrals**
- Tzeachten and Soowahlie collaboration and sharing

District Measures

- MDI/EDI
- Student Learning 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*

High Quality Instruction
- Develop classroom routines, visuals, and SEL supports that address known transition challenges.
- Ensure complete and timely transition information for receiving teachers.
- Host school-wide transition events such as Ready, Set, Explore, Kindergarten Story Time, K Days in May
- Encourage family participation in SD33 Early Learning programs
- Align practices with the Early Learning Framework and Learning in the Primary Years.
- Maintain universal supports between elementary and middle

Evidence-Based Decisions
- Hold pre-transition meetings and tours for all students and extra for identified or vulnerable students.
- Conduct SBT meetings with school, district, and community partners (CDC, FVCDC, CYCW, MHBT, counsellors, family navigators).
- Review family survey data and student voice to inform planning and awareness of student needs.
- Ensure Tier 2 and 3 supports align with the needs of incoming students.
- Provide regular communication to families through newsletters and transition info packages.

Timely, Targeted Interventions
- Support grade-to-grade collaboration and intentional information sharing between teachers.
- **Implement targeted transition supports for vulnerable students through the WAVE program, Counselling dept, Inclusion, RT.**
- Strengthen middle school readiness through events like All-Middle-School Meetings, WAVE Day, Grade 5 Elementary Visits by Admin, and Grade 6 Tours.
- Offer career-life connections through Trades Fairs, UFV/Women in Trades visits, Work in Trades, and Youth Train in Trades.
- Participate in Early Years and Employment Transition Fairs to connect families and students with community resources.
- Collaborate with Indigenous Education Coordinators to support culturally responsive transitions.

**2026-2027 Priority Actions are in Bold*

School Measures

List transitions measures
- Office Referrals
- MDI/EDI Data
- Attendance Data
- **Class Profiles**
- **Use of Green Files**
- **E-Insight Data**
- **SBT Referrals**

District Measures

- MDI Data
- HS Graduation Rates

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.

