



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.

Type School Name Here



SCHOOL GROWTH PLAN 2025-2029 - DRAFT

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.

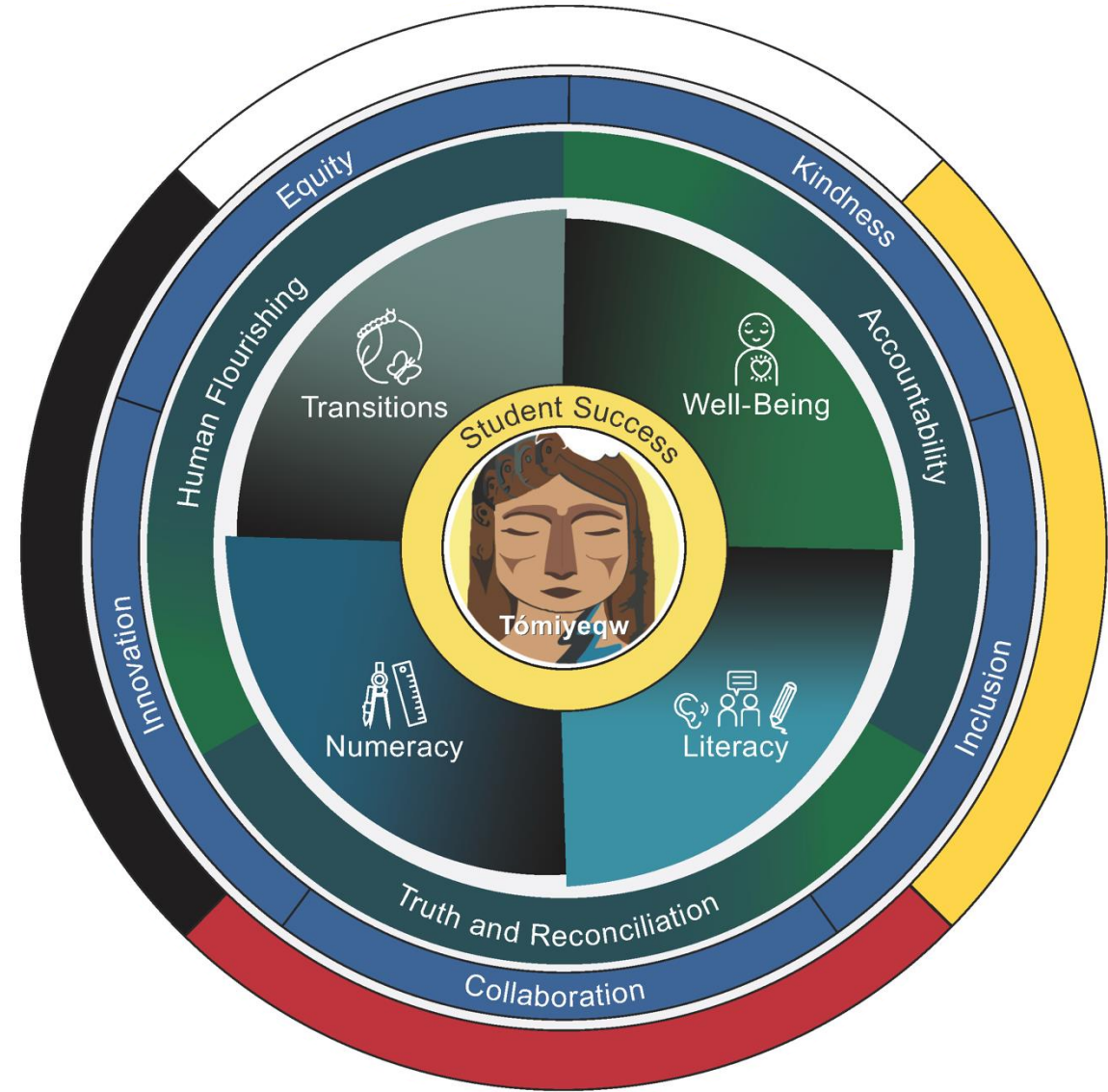
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

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.

School Actions

Elementary Literacy Collaboration
Comprehensive instruction of 5 components of reading
Literacy Rotations
Kindergarten Music Oral Language Support
Small group instruction
Word Work (purposeful phonics instruction)
Halq'e'meylem Word of the Week
Diverse cultural lessons
Hope Inclusion Project
Anti-racism lessons
Alphabet Buddies
Connection between physical literacy and literacy
Classroom Champions
American Sign Language (in assembly and for birthdays)
Library Team Teaching
Reading Link Challenge
Read-a-thon
Choir
Outdoor Learning

School Measures

Ongoing assessment for, as, of learning

Spiral of learning during literacy rotations

Monthly review of guided reading groups

Progress monitoring during group lessons

District Measures

- Use ACT data to inform instruction
- District in-service sessions with Curriculum



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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.

School Actions

Response to Intervention and Instruction

Use common 'lesson design': *Connect, Process, Transform and Reflect.*

CORE team weekly meetings to review tier 2 and 3 supports for students

Student profiles for CBIEP meetings

CBIEP meetings to ensure goals, objectives and strategies align with the learning in the classroom

District Early Literacy Collaboration teacher to scaffold and mentor best practices

GROW time for Collaboration and professional development and school wide common language.

Family conferences – Glow/Grow/Guide

School Measures

Conferences
1:1 meeting
Data Wall
Word Inventory
Writing Samples
Class Profiles
EA data collection
Student Profiles for CBIEPs
Student Learning Survey
School Wide
Printing/Writing

District Measures

PM Benchmarks
ACT (Assessment of Comprehension and Thinking)
District Assessment Binder
FSA 4 (Reading and Writing)



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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

Learning Support Team Meetings focused on double dose (small group support)

Literacy Support 3-4x/week in every classroom

Alphabet Buddies

SyllaSense

UFLI

Guided Reading books

Secret Stories

GROW time – collaborate with grade group teachers

Tier 2 – pull out or push in

Outdoor Learning

School Measures

Learning Support Team Meetings to review data from e-Insight

District Measures



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.

School Actions

Set 'learning intention' at the beginning of each lesson
Universal Design for Learning
Whole class and small group learning
Coast Metro math website
Games
Esti-Mysteries
Apps for practice
High Yield Math Routines
Active Learning
Manipulatives
Build numeracy learning into teacher meetings, GROW time, class reviews, growth plans
Classroom resource sets
Indigenous Math Kits
Kindergarten Music Support
Music and videos for math concepts
Numeracy Read Alouds
Cross Curricular (i.e. Entrepreneur Fair)
Outdoor Learning
Mental Math (when adding up their team scores during physical literacy)

School Measures

Task completion
Student observations
Participation
Engagement

District Measures

- Use SNAP data to inform instruction
- District in-service sessions with Curriculum



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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.

School Actions

Vertical Learning (WipeBooks)

Assessment Cycle (for, as, of learning)

SNAP – build components into daily lessons

Formative assessments during instruction

Intentional ‘purposeful starts’

GROW time for collaboration between grades

Outdoor math learning

River and Forest SNAP for Kindergarten and Grade One students

Numeracy Helping Teachers to collaborate and team teach with classroom teachers
Entrepreneur Fair (financial literacy)

Future Goal: Develop Whole School Tier 2 Learning Support

School Measures

Assessment Cycle (for, as, of Formative assessments during instruction)

New fluency assessments

Diagnostic assessments to help determine specific gaps to group students for targeted lessons/support

District Measures

- Grade 4 FSA
- SNAP



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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

Develop plans for monitoring student progress and adjust teaching plan accordingly (product, observation and conferences)

Universal Design for Learning – ensure all students are included

Plan for regularly scheduled SBT or Core meetings to review student progress, learning targets, aligned teaching strategies, timeline, etc.

Build consistency between classroom instructions and intervention supports

Common language, structures, routines

Cooking Club

Math Mentors

School Measures

Tier 2 Numeracy support in Term 2

Monthly Learning Support Team Mtgs

GROW time for collaboration, reflecting on student progress

District Measures

- Grade 4 FSA
- SNAP



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.

School Actions

Foster safe inclusive and supportive school environments
Representation in our library, hallways, classrooms
School Co-Naming
Engage in instructional practices that support mental and physical well-being
Engage in instructional practices that support Truth and Reconciliation, SOGI and Anti-racism
Embed SEL and well-being into classroom instruction and routines
School wide approach to SEL – Zones of Regulation (Tier 1, 2, 3)
Zones is communicated through family handbook, planner, staff handbook, behaviour support, problem resolving
Buddy Classes
Choir performances at Soowahlie and at community church
Classroom Champions (Teamwork, collaboration within their 'houses' - salmon, bear, wolf, raven)
Girls Who Rock
Dudes Who Rock (coming soon)
CYCW SEL groups
Social Stories
Celebrate Cultural Diversity – hallway displays, announcements, assemblies
Weekly assemblies with PBS focus, role play, Halqemeylem, ASL, breathing exercises, 94 Calls to Action
District Indigenous Ed Department to teaching drumming (drumming in assemblies)
Plant Walks with Indigenous Ed EA
Indigenous Peoples Day
Hosting ceremonies at the school
Dinners at Soowahlie – staff/community connection
Halqemeylem lessons with Emerald John
Art With Barry
Feeding Futures programs
Purposeful Starts
Morning Movement
Holidays & Celebrations (community invited)
Community School Collaboration (Daycare, Strong Start, Preschool)
First Peoples Principles of Learning lead all that we do

School Measures

Family Conferences
Conference Survey
School Dual Naming Survey
Regular check-ins
Information conversations/observations
SBT Referrals
Weekly emails to families
Daily Staff emails
PBS Matrix training/review

District Measures

- Student Learning Survey
- Early Years Development Index (EDI)
- Middle Years Development Index (MDI)



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.

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.

School Actions

CBIEP Meetings
 Student Survey Data (EDI, MDI)
 Teacher survey
 Community surveys
 Include student voice
 Indigenous Knowledge Keeper from Soowahlie bringing culture, language, history, story to our school
 Attendance check-ins
 Monthly Meetings with Soowahlie Education Coordinator
 Think beyond academic milestones and consider the *whole child* – their spirit, heart, mind, and body, in relationship to family, community, and land.

School Measures

Review MDI, Student Learning Surveys and FSA data

Use behaviour support forms to inform areas of matrix needing review

Use embedded collab time for class review conversations to see how best to support the class

Use SBT Referral time to see how best to support individual students

Use embedded collab time to review growth plans to see how best to support the staff

Collaboration with Soowahlie

District Measures

- Student Services Support Rubric
- Mental Health In Schools
- Belonging Protocol
- First Peoples Principles of Learning



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.

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

CBIEP meetings include all voices (family, student, teacher). Use the motto: 'Nothing About Us Without Us' to be sure either the student or their voice is in the room

Small group support with CYCW (Tier 2 Double Dose)

1:1 support with counsellor (Tier 3)

Small group support with ICYMH

Embedded collab (GROW time) 3x/week

Girls Who ROCK club

District support from DMHBT

Anti-Oppression curriculum

Wrap around approach so that we have a point person to check in with families (principal, counsellor, CYCW, or Indigenous Ed EA)

Cultus Cave

Zen Den

School Measures

SBT Referrals
Staff Meetings
PBS Matrix Reviews
Restorative Practices

District Measures

- District Mental Health Behaviour Team (DMHBT)
- District Resource Team



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.

School Actions

Host Ready, Set, Explore at Soowahlie
 Kinderfair sessions at school
 Gradual entry for our new Kindergarten students
 One non-enrolling person per class so that there are fewer transitions/people
 First week of school – students start with their last year's teacher
 Welcome Back BBQ to connect with our community
 Family Conferences
 Grade meetings at end of school year for transition of information between teachers
 Early transition meetings for students with social/emotional or other needs at the receiving middle school (Pretransition supports)
 Grade 3 Take Action Day at GWG
 Grade 5s participate in August welcome activity at MSMS
 MSMS – info sessions
 MSMS tour for Grade 5s
 Meet with middle school LA/RT/counseling and admin teams to share information for all students – transition/articulation meetings
 Continuous flow of expectations between school and Before/After School Care
 Peer Leaders
 Buddy Classes – multi grade Zones of Regulation activities to foster a sense of belonging and cross school learning opportunities

Future Goals:

MSMS dinner at Soowahlie – include all Cultus Swilhcha staff (not just Grade 5 teachers)
 Transition conversations between Daycare staff and Kindergarten teachers
 Align behaviour expectations between school and Before/After School Care

School Measures

Ensure eInsight transition information is complete
 Develop classroom routines, structures and supports that address known transition challenges (visuals, routines, expectations, SEL etc.)

Ensure school wide events allow students/families to engage with the new classroom/school

District Measures

- Kindergarten Screener



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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

School Actions

File Reviews
Green Files
Medical/educational assessments
EIRP/ISWI
CBIEPs
Teacher transition documents
Student voice groups
Behaviour Support Referrals
Parent surveys
All About Me document
DNA (Dreams, Needs, Amazingness)
Student Survey Data (EDI, MDI)
Use transition profiles (articulation process: academic, social, emotional, etc.)
Class Profiles
Student Profiles

School Measures

Provide Pre-transition meeting/tours for identified students

SBT meetings for students with complex needs that include school, district, community partners (CDC, FVCDC, etc.)

Provide parents with information on school, district and community supports (regular emails, newsletters)

Review Family Survey data to ascertain level of awareness for transitioning students with diverse abilities

Provide opportunities for Student voice and agency on transition processes (school and or district)
Ensure tier 2, 3 supports align with the needs of the incoming students

District Measures

- Kindergarten Questionnaire
- Family Resource Fair



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.

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

Use school, district and community supports to ensure we maintain our focus on **Tómiyeqw** as we plan transitions into/within/out of our school

Ensure CBIEPS include transition goal for our students moving schools

Use Shelley Moore's 5 Ps to inclusion when working on transition goals (Presume Competence, Place, Proximity & Participation, Purpose, Planned For)

EAs – small group, 1:1 support

Child and Youth Care Worker (CYCW) – small group, social stories, transferring skills into unstructured times (recess/lunch)

Counsellor – 1:1 time, small groups

GROW time to collaborate and discuss strategies/supports

Build resiliency & independence with our students

House teams – build community and support between grades

School Measures

Weekly School Based Team Referral Meetings to ensure system to ensure supports are in place for all

Participate in DRT to problem solve additional tier 3 supports

District Measures

- District Resource Team



Chilliwack
School District

VISION: *Syós:ys lets'e th'ále, lets'emó:t*

(See EYE yeets 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.

