



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.

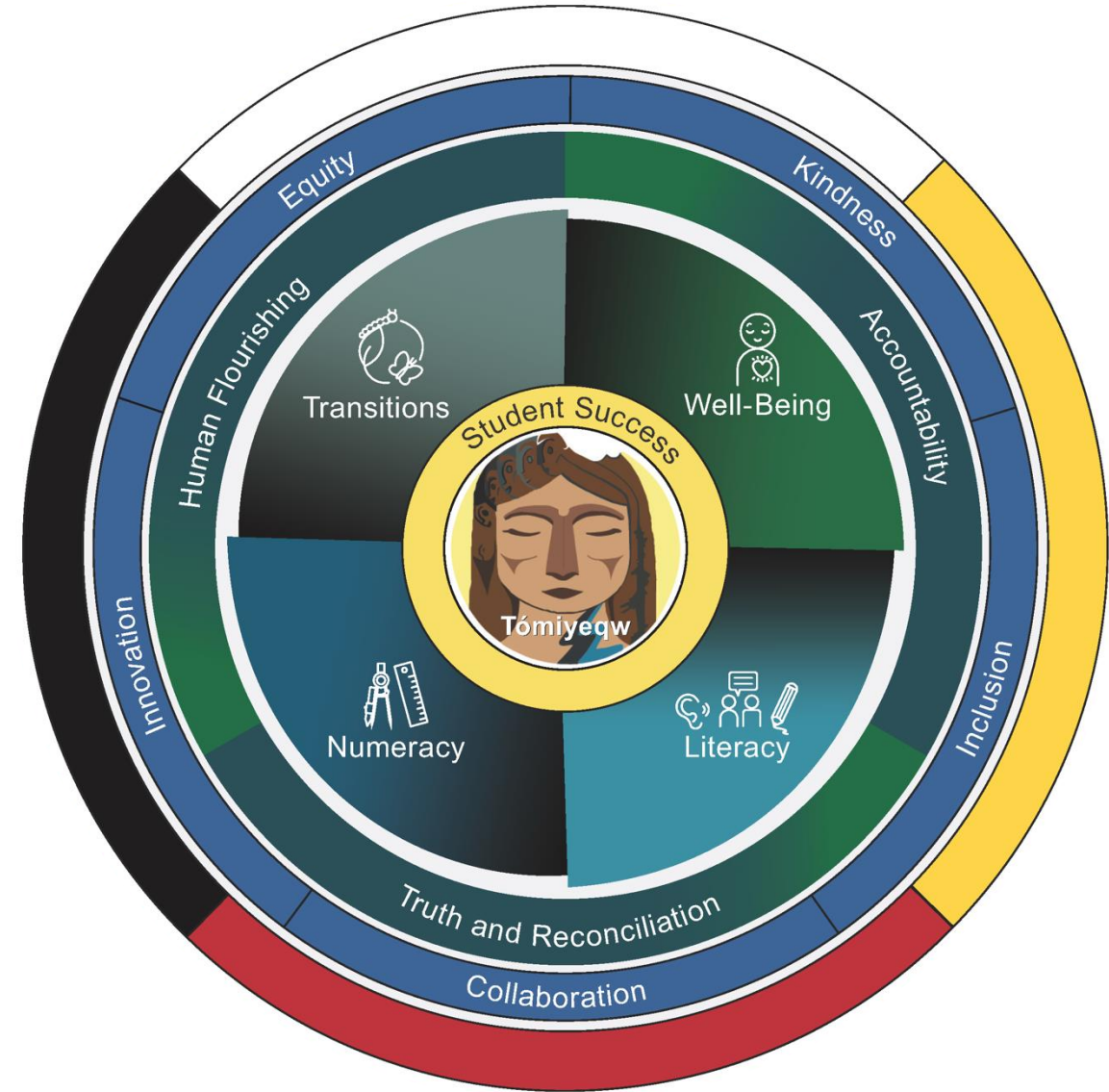
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

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

Goal: Strengthen students' ability to make meaning, infer, summarize, decode, and use vocabulary purposefully.

Instructional Strategies

Continue to use the literacy framework (the 5 components) but deepen work in:
Building cross-curricular reading tasks (science/social studies) to transfer comprehension strategies.

Tier 1 (Classroom):

Daily read-alouds with discussion prompts
Word Work linked to vocabulary in texts
Structured talk activities (retell, summarize, synthesize)
ACT strategies
Visual supports
Oral language centers

Tier 2 (Targeted):

Small-group guided reading with comprehension focus
"Double dose"
Literacy Support 3–4x/week focused on literacy framework

Tier 3 (Intensive):

Direct comprehension strategy instruction using scaffolded texts
Oral retelling and sequencing with visual supports
Personalized Learning Plans
Collaboration with Learning Support and Speech-Language Pathologist

School Measures

Ongoing assessment for, as, of learning

Community connections

Spiral of learning during literacy rotations

Monthly review of guided reading groups

Progress monitoring during group lessons

PM Benchmarks

Class Profiles

District Measures

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

Goal

Strengthen students' foundational numeracy understanding and problem-solving skills through purposeful, consistent math instruction using common language, routines, and strategies across all grades.

Instructional Strategies

Continue to use the numeracy framework to deepen work in building cross-curricular numeracy tasks (science/ADST/Career Ed) to transfer number sense strategies.

Tier 1 (Classroom)

Universal Design for Learning (UDL) to ensure multiple entry points and representations of math thinking

Tier 2 (Targeted)

Term 3 - Double Dose Numeracy - small-group double-dose numeracy sessions led by classroom teachers or learning support staff focused on:

High-yield math routines and manipulatives
SNAP framework activities for targeted numeracy skills

Term 3 - Morning Math Mentors - mental math and strategy talks

Tier 3 (intensive)

Personalized learning plans
Alternate tools

School Measures

Task completion
Student observations
Participation
Engagement
CBIEP meetings
Assessment Cycle (for, as, of)
Progress Monitoring

New fluency assessments

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

Conference/ GROW time
Collaboration
Monthly Learning Support Team Mtgs

District Measures

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

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

Goal:

Foster a safe, inclusive, and supportive school environment where every student feels seen, valued, and connected. We will nurture the whole child in spirit, heart, mind, and body.

Instructional Strategies:

School Wide Zones of Regulation Lessons

Tier 1 (Classroom)

Build a foundation of belonging, regulation, and respect through inclusive schoolwide practices. Universal Design For Learning building community and connection

Tier 2 (Targeted)

Small group SEL sessions with CYCW ("Double Dose" Zones of Regulation)
EA Book Study – to increase trauma informed practice
Alternate learning spaces and energy management tools (SEL)
Girls Who Rock and Dudes are Cool
Extracurricular arts and sports

Tier 3 (intensive)

1:1 counselling sessions with school counsellor or DMHBT support
CBIEP meetings that include student, family, and teacher voices – guided by the motto "Nothing About Us Without Us"
Wrap-around approach
District collaboration for coordinated planning and case management

Next steps: create Indigenized curriculum aligned with Zones of Regulation in consultation with Soowahlie

School Measures

Family Conferences
Conference Survey
Regular check-ins
SBT Referrals
Weekly emails to families
Daily Staff emails
PBS Matrix training/review
Increased student sense of belonging and safety (survey data)
Improved regulation and decreased behavioural incidents
Greater family engagement in CBIEP meetings
Evidence of inclusive representation and cultural learning at school
School Wide use of: Declarative Language, 10 Ways to Deescalate, PEACEful Classrooms

District Measures

- Student Learning Survey
- Early Years Development Index (EDI)
- Middle Years Development Index (MDI)
- Student Services Support Rubric
- Mental Health In Schools
- Belonging Protocol
- First Peoples Principles of Learning



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

Goal: Support smooth, culturally grounded transitions into, within, and out of Cultus Lake Swilhcha Community School by fostering belonging, safety, and strong relationships while honouring Tómiyeqw. Students will transition with confidence and independence.

Instructional Strategies:

We will use Universal Design for Learning (UDL) to create multiple access points for all learners so that transitions into, within, and out of learning activities or school settings are predictable, equitable, and attainable. Through intentional design, we will ensure that students understand what transitions look like, sound like, and feel like, and are supported to self-regulate throughout each transition.

Tier 1 (Classroom)

Predictable routines, cultural identity, and belonging for every learner.

Visual Schedules

Preload expectations

Tier 2 (Targeted)

CYCW-led small groups, social stories, unstructured-time support

Small transition groups for Grade 5 MSMS readiness

Early transition meetings for students with SEL or medical needs

Co-regulation and skill-building sessions

GROW Time collaboration to share strategies and adjust supports

Transition planning meetings with daycare and BASC

Ready, Set, Explore event

Targeted buddy supports

Tier 3 (Intensive)

Individualized transition plans for some students

Coordination with Indigenous Ed EA, CYCW, principal, counsellor

School Measures

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
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

Ts'elxwéyeqw Inclusive Transition Project (mentoring, art project, school visits)

District Measures

- eInsight Transition Profiles



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

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