



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*

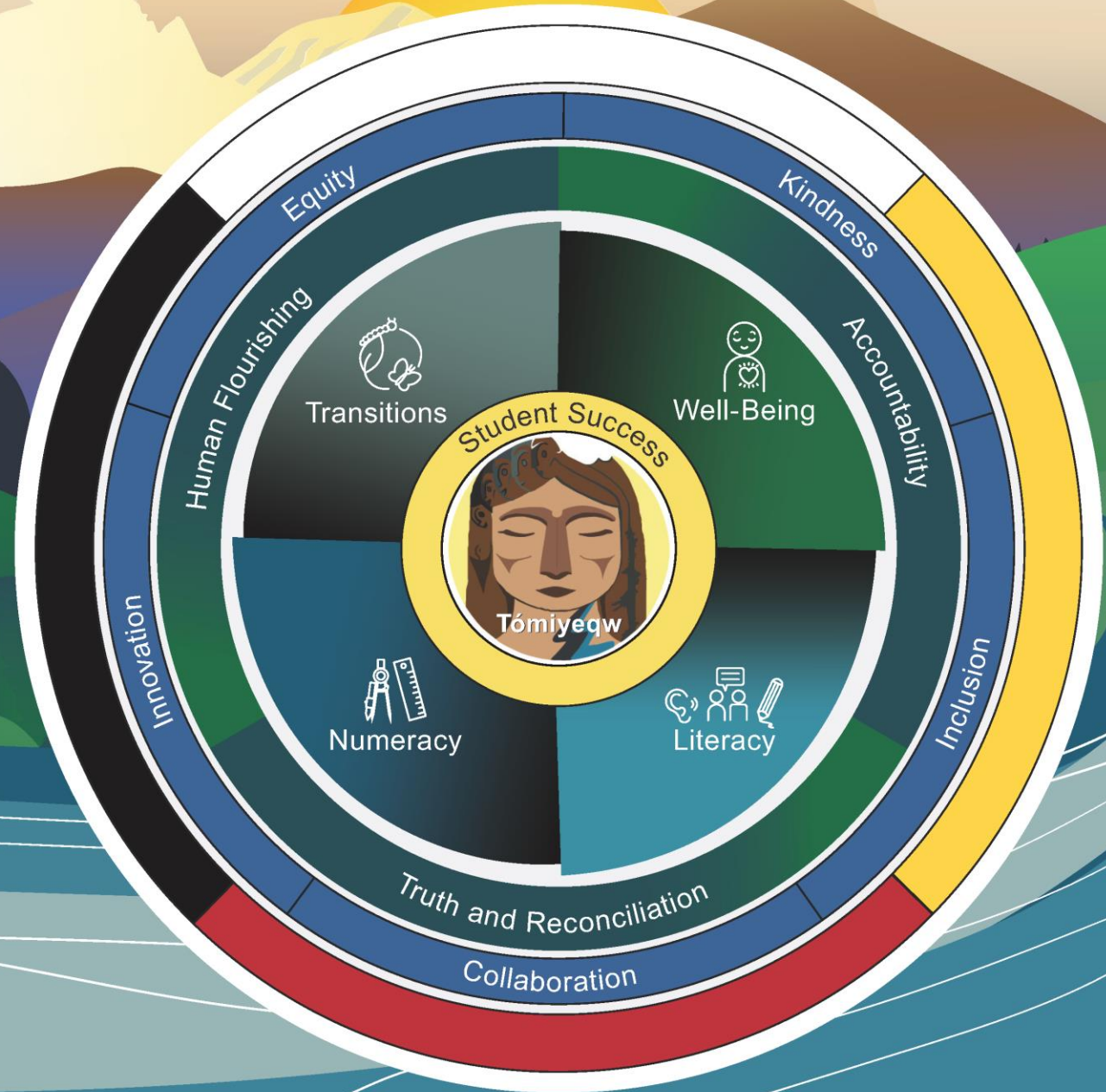
Students, parents, guardians, caregivers, staff, First Nations, Rights Holders, Inuit, Métis, community members and organizations are important members of our education community and partners in learning with the Board of Education.

## 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.







## 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.*

## Leary Integrated Arts & Technology



# 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.

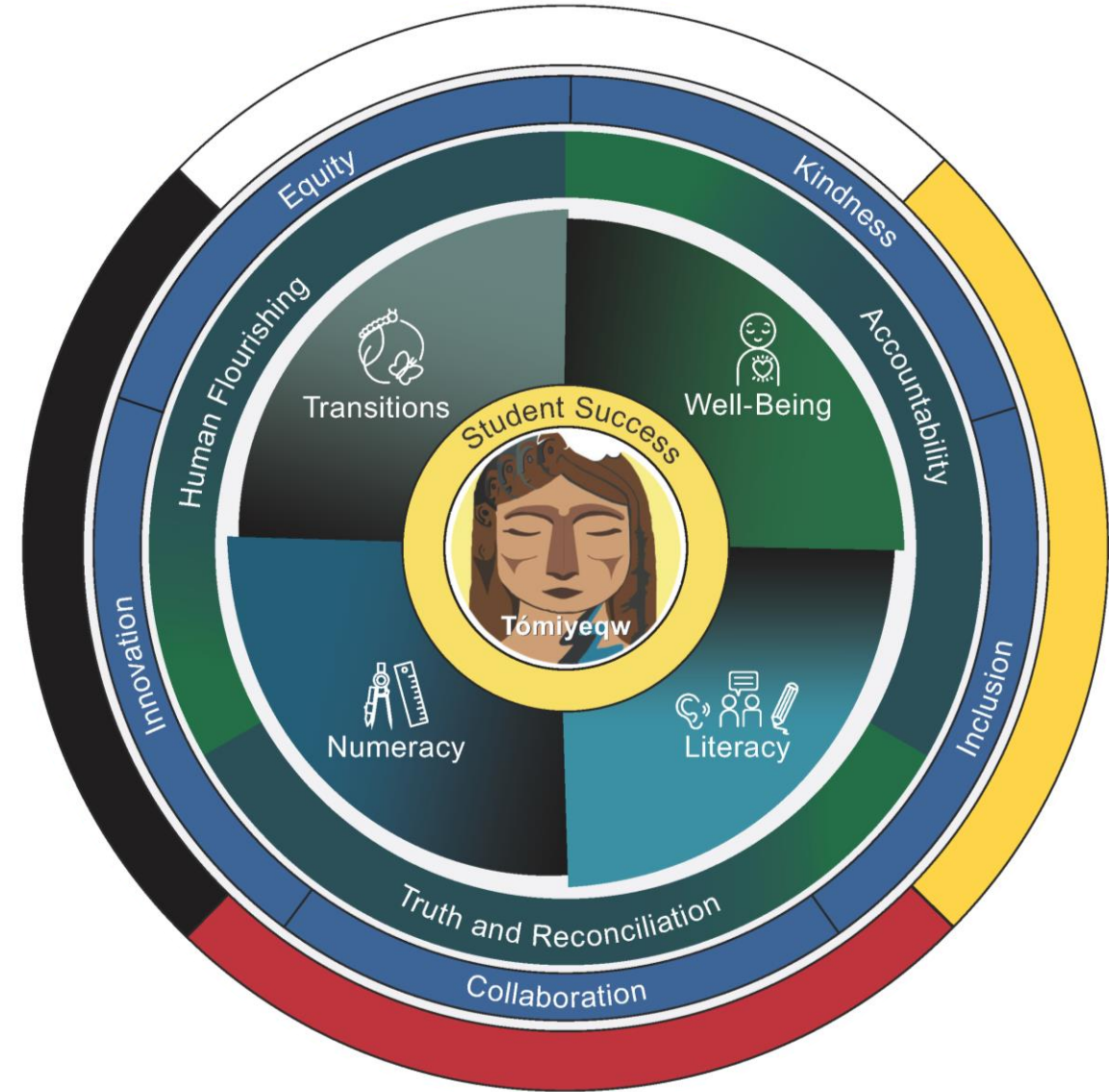
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

### 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

*First People's Principle of Learning: Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, reciprocal relationships and a sense of place).*

- Determining literacy instruction and representation that align with student needs by:
  - Deepening the understanding of the 5 Pillars of Literacy, high yield routines, flexible groupings, explicit and intentional planning, and providing oral language experiences through:
    - Comprehension and connection by reading, listening and viewing
    - Culturally rich literacy
    - Embedding Indigenous Perspectives
  - Based on recommendations from ongoing assessments, providing Literacy Instruction at each learner's level through:
    - Whole class instruction
    - Small group instruction
    - Individual instruction
  - Building consistency between classroom instruction and intervention supports by:
    - Using common language, structures and routines
- Continue to enhance Staff Learning:
  - Integrated Disciplines: High Quality Competency Based Instruction
  - Collaborative Culture: Learning Communities & Flex Time
  - Authentic Learning: Project Based Learning Opportunities
  - Visionary Staff: Professional Development

### School Measures

- Halq'eméylem Language Learning
- Tracking Student Literacy Data Term by Term
- Tracking Indigenous Learners Data and providing supports
- Meeting each term with support team to adjust intervention groups
- Behaviour Tracking
- Student Attendance
- Staff Meetings

### District Measures

- KLST
- Primary Assessments
- Writing Sample
- Word Inventory
- FSA 4 (Reading/Writing)
- PM Benchmarks
- ACT (Assessment of Comprehension & Thinking)



# 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

*First People's Principle of Learning: Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, reciprocal relationships and a sense of place).*

- Determining numeracy instruction and representation that align with student needs by:
  - Deepening understanding of high yield routines, flexible groupings, explicit and intentional planning, and providing oral language experiences through:
    - Reasoning and analyzing
    - Understanding and solving
    - Communicating and representing
    - Connecting and reflecting
    - Embedding Indigenous Perspectives
  - Based on recommendations from ongoing assessments, provide Numeracy instruction at each learner's level through:
    - Whole class instruction
    - Small group instruction
    - Individual instruction
  - Building consistency between classroom instruction and intervention supports by:
    - Using common language, structures and routines
- Continue to enhance Staff Learning:
  - Integrated Disciplines: High Quality Competency Based Instruction
  - Collaborative Culture: Learning Communities & Flex Time
  - Authentic Learning: Project Based Learning Opportunities
  - Visionary Staff: Professional Development

## School Measures

- SNAP Gr. 2-5
- River Forest SNAP
- Executive Functioning Skills
- Behaviour Tracking
- Student Attendance
- Staff Meetings

## District Measures

- SNAP (Student Numeracy Assessment Practice)
- FSA 4 (Numeracy)





## 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

*First People's Principle of Learning: Learning ultimately supports the well-being of self, the family, the community, the land, the spirits and the ancestors.*

- Determining Social Emotional Instruction and representation that align with student needs by:
  - Recognizing personal bias and raising awareness of systemic discrimination and marginalization.
    - Supports are trauma and culturally sensitive, age appropriate, relationship based and timely.
  - Engaging in instructional practices that support:
    - Truth and Reconciliation: Acknowledge, build understanding and embed Indigenous Perspectives
    - Anti-Racism: explicit teaching and immediate responses to racism
    - SOGI
    - Mental Health Literacy
  - Based on recommendations from ongoing assessments, provide Social Emotional Instruction at each learner's level through:
    - Whole class instruction
    - Small group instruction
    - Individual instruction
  - Building consistency between classroom instruction and intervention supports by:
    - Using common language, structures and routines
- Continue to enhance Staff Learning:
  - Integrated Disciplines: High Quality Competency Based Instruction
  - Collaborative Culture: Learning Communities & Flex Time
  - Authentic Learning: Project Based Learning Opportunities
  - Visionary Staff: Professional Development

## School Measures

- CBIEP
- Student Learning Satisfaction Survey
- Ministry Designations
- Behaviour Tracking
- WVIR
- Student Attendance
- Staff Meetings
- DRT Referrals

## District Measures

- Student Survey Data (EDI/MDI)
- Grade 4 Student Learning Survey
- Anti-Racism Course
- Student Voice Groups



# 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 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

*First People's Principle of Learning: Learning involves patience and time.*

- Increase student success through transitions with:
  - **Equity** to provide support
  - **Collaboration** to create student goals
  - **Inclusion** to feel safe and connected
  - **Kindness** to foster community
  - **Innovation** to enhance transitions
- Building positive experiences during transitions by:
  - Recognizing personal bias and raising awareness of systemic discrimination and marginalization.
    - Providing supports that are trauma and culturally sensitive, age appropriate, relationship based and timely.
    - Building understanding and embedding Indigenous Perspectives.
  - Providing opportunities for students to explore their individual talents, skills, and interests; connecting these to goal planning (Core Competencies and career/transition plan).
  - Teaching self-advocacy and executive functioning skills to support student independence.
- Continue to enhance Staff Learning:
  - Integrated Disciplines: High Quality Competency Based Instruction
  - Collaborative Culture: Learning Communities & Flex Time
  - Authentic Learning: Project Based Learning Opportunities
  - Visionary Staff: Professional Development

## School Measures

- Following the District overview of transition of [Pre-k →K](#) & [Elementary to Middle](#) plans
- eINSIGHT Transition Information
- School Wide Events Attendance (RSL, KinderFair, Middle School Visits etc.)
- Student Attendance
- Student Transition Meetings
- Middle School Articulation Meetings
- DRT Referrals

## District Measures

- Student Survey Data
- Graduation Rates