



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.

Watson Elementary School



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.

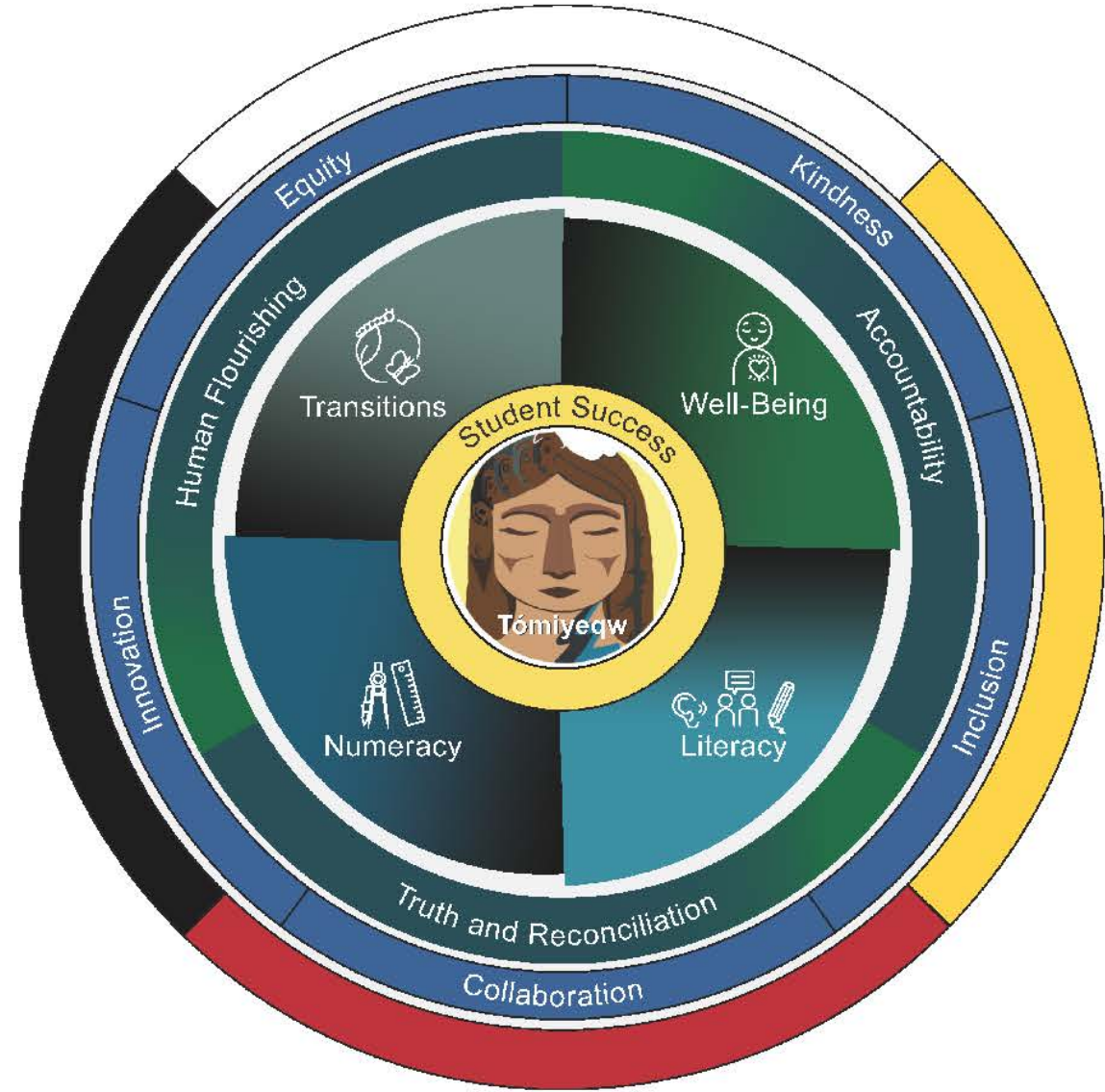
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

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.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Together we will enhance literacy instruction using the Elementary Literacy Collaboration Project and the 5 Pillars framework: comprehension, vocabulary, fluency, writing, phonics, and phonemic awareness.

Assessment and Planning:

- Use triangulated evidence (observation, product, conferences) to develop class profiles and plan instruction
- Ensure CBIEP goals, objectives, and strategies align with classroom learning

Instructional Consistency:

- Build consistency between classroom instruction and intervention supports
- Implement common language, structures, and routines across all settings
- Align Tier 1 instruction with intervention practices

Resources and Programs:

- Explore SORA with Teacher Librarian to ensure representation for all students
- Implement Alpha Buddies - Word Wizards program
- Access Learning Support and Early Learning Teacher

Professional Learning:

- Promote common language through Lunch and Learns and staff meeting learning
- Increase collaboration time; invite referring teachers to core meetings
- Writing collaboration group

School Measures

- Writing Samples
- Learning Support Meetings to track progress
- Staff Meeting Discussions
- Attendance tracking
- Classroom Based Assessments
- Class Profiles

District Measures

- Grade 4 FSA
- PM Benchmarks
- ACT
- Phonemic Awareness
- Letter-ID
- 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.

Learning involves recognizing the consequences of one's actions.

Together we will implement the numeracy framework (students will understand, know and demonstrate) and Universal Design for Learning (UDL) principles for effective math instruction.

Assessment and Planning:

- Use triangulated evidence (observation, product, conferences) to develop class profiles
- Ensure CBIEP goals, objectives, and strategies align with classroom learning

UDL Implementation:

- Apply multiple ways of engaging, delivering, and expressing learning
- Use concrete, pictorial, and symbolic representations
- Implement high-yield routines
- Use flexible grouping: whole class and small group instruction

Support Structures:

- Numeracy lead teacher
- Build consistency with common language, structures, and routines

Identified Needs:

- Need for consistent evidence-based resources
- SNAP alignment needed beyond current practices

Professional Learning:

- Numeracy Collaboration Group
- Lunch and Learns with District Numeracy Lead Teacher

School Measures

River Forest SNAP
Classroom Assessments
Class Profiles

District Measures

- SNAP (Student Numeracy Assessment Practice)
- FSA 4



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.

Learning involves patience and time

Theme: "Growing Together"

Together we will align with BC's Mental Health in Schools Strategy to support mental and physical well-being of students and staff.

Mental Health Literacy:

- Improve communication about tiered supports (school, district, community)
- Provide guest speakers for parents: ie: EASE presentations, Peaceful Homes
- Staff champions to share knowledge

Safe and Inclusive Environments (Trauma-Informed Practice):

- Foster trauma-informed practices with adult well-being as key
- Compassionate systems leadership approach
- Integrate Indigenous Knowledge and perspectives
- Address student voice, child in care protocols, and severe behaviours needing support
- Implement Cross-Grade Connections (Wildcat Fridays, Alpha Buddies, etc.)
- Student Leadership opportunities at Lunch Time

Social-Emotional Learning:

- Strengthen SEL tools and resources
- Strong Kids and EASE program with counselling support
- CYCW small group recess/lunch groups
- Integrate UDL learning approaches
- School Wide Assemblies

School Measures

Attendance
Class Profiles
Learning Updates
WVIR
District Resource Team
Referrals

District Measures

Student Survey Data
(EDI/IMDI)
Grade 4 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 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.

Learning requires exploration of one's identity.

Together we will use the Overview and Timeline Transition document and Transitions Framework to ensure comprehensive transition activities, events, and practices.

Building Belonging:

- Foster cross-grade and cross-school learning opportunities
- Implement Wildcat Fridays for connection-building

Classroom Structures:

- Develop routines, structures, and supports that address known transition challenges
- Implement visuals, clear expectations, and Social Emotional Learning
- Incorporate insight information into classroom profiles

Pre-School to Kindergarten:

- Ensure families receive Kindergarten transition information
- Encourage attendance at SD 33 Early Learning Programming (Strong Start, Just B4 Preschool)
- Host KinderFair, Ready Set Learn (RSL), and Kindergarten interviews
- Offer Pre-School Story Time and New Families Tea

Grade 5 to Middle School:

- Organize visits to middle schools
- Use insight data for planning and articulation meetings
- Ensure smooth handoff of student information and supports

School-Wide Events:

- New Families Tea
- Ready, Set, Explore
- Pre-School Story Time
- Assemblies for school community building

School Measures

Insight Data
Attendance
Class Profiles
Attendance

District Measures

Graduation Rates
MDI Data
Student Learning Survey



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.

