



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-Oct. 2026 Update

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.

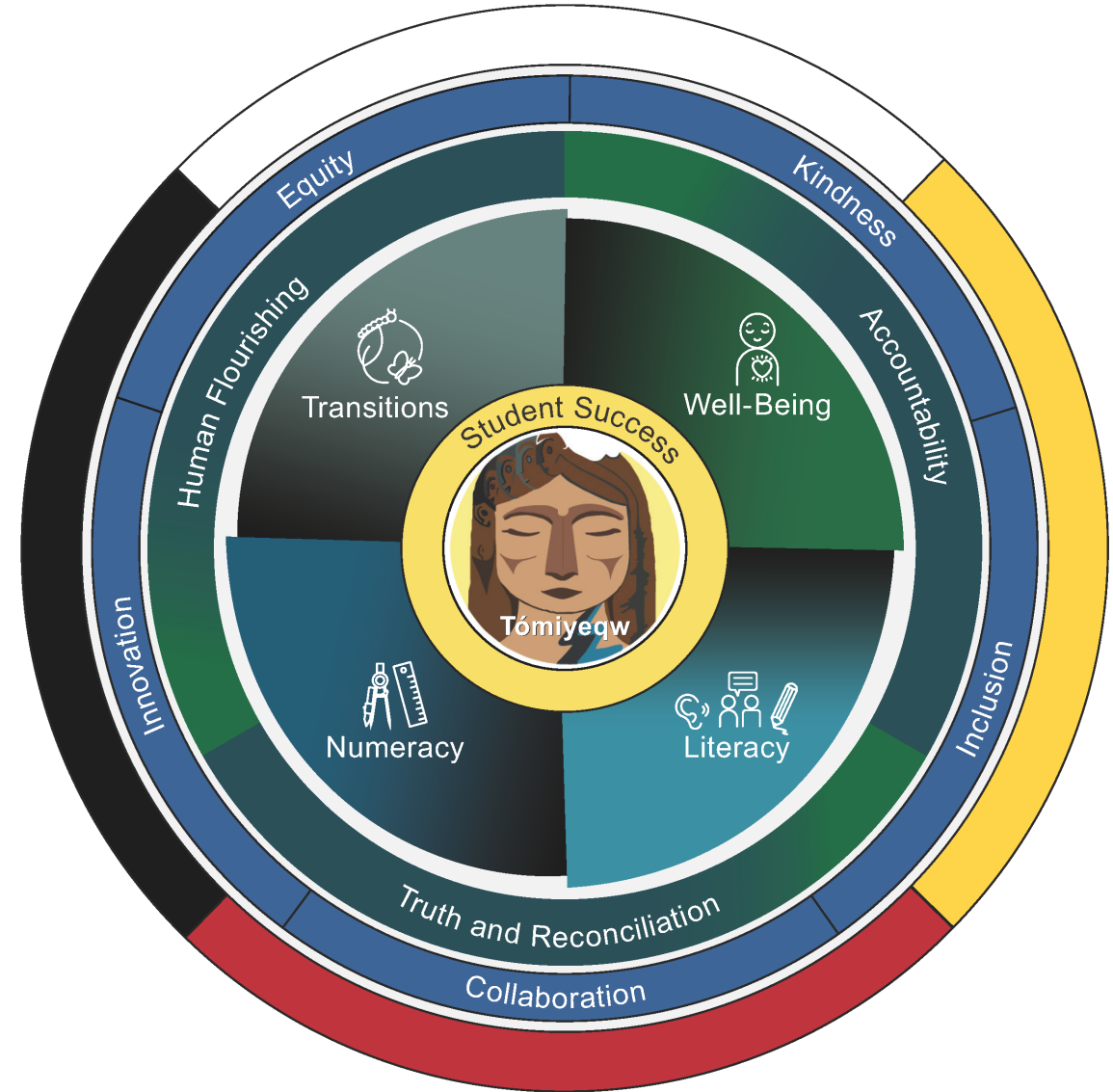
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

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

School Action

Build systematic alignment between classroom instruction, intervention supports, and evaluation practices.

Tier 1: Everyone

- A shared literacy vocabulary that each teacher brings to life in their own classroom
- School-wide read-alouds including Indigenous stories and authors, and library access for all
- Indigenous ways of knowing incorporated into reading and writing
- Lunch and Learns with staff

Tier 2: Some students

- Small-group reading support
- Monthly progress check-ins to adjust groups

Tier 3: A few students

- Learning Support Meetings and targeted CBIEP literacy goals
- Referral for further assessment when needed

School Measures

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

District Measures

- Grade 4 FSA
- Writing Sample
- PM Benchmarks
- ACT
- Phonemic Awareness
- Phonological Awareness
- Letter-ID
- Concepts of Print



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.

FPPL-Learning involves recognizing the consequences of one's actions

School Action

Implement high-yield instructional routines using Universal Design for Learning Principles including flexible groupings and math games.

Tier 1: Everyone

- Concrete-pictorial-symbolic routines that build deep understanding
- Flexible groups and math activities that build confidence
- Story-based, relational math guided by FPPL
- School and district math resources
- Cross Curricular co-planning and Instructing

Tier 2: Some students

- SNAP data and Class Review Meetings to guide small-group support, rechecked through the year

Tier 3: A few students

- Learning Support Meetings and CBIEP goals linked to classroom math

Family and Community

- Math Mania family night with UFV (November 4)

School Measures

Classroom Assessments
Class Profiles
Student Work Samples
Observation
Formative Assessment

District Measures

- SNAP (Student Numeracy Assessment Practice)
- River/Forest SNAP
- 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.

FPPL-Learning involves patience and time

School Action

Build school community, student leadership and sense of belonging.

Tier 1: Everyone

- Calm Classrooms training for staff (complex trauma)
- Calming routines in every class (Strong Kids, CALM, EASE)
- Going Deeper sessions with Dustin Louie: Indigenous views of holistic, relational well-being
- Friendship Friday, student leaders, ROAR draws, Building Our Best theme
- Sports, choir and clubs for all students

Tier 2: Some students

- Check-in adults and small-group SEL with counsellor, CYCW and intern
- Monthly Coffee and Chat with the Indigenous Education Assistant, Resource Teacher and families

Tier 3: A few students

- SBT meetings and trauma-informed plans with caregivers and community
- Referrals to outside agencies and community supports

School Measures

Attendance
Class Profiles
Learning Updates
WVIR
District Resource Team
Referrals
SBT Meetings
Counsellor/CYCW Referrals
EA Support

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 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.

FPPL-Learning requires exploration of one's identity

School Action

Strengthen transition routines, structures and supports to ensure successful movement of students throughout the grades.

Tier 1: Everyone

- StrongStart and preschool visits
- Kindergarten gradual entry and interviews
- Grade 5 visits and planning with VMS and MSMS
- Going Deeper session(s) with Dustin Louie guide how we support student identity

Tier 2: Some students

- June hand-off of class profiles to next year's teacher
- Middle school meetings for students needing more support
- Indigenous families and community invited into planning

Tier 3: A few students

- CBIEP goals and supports carried forward
- Transition plans/meetings for students with complex needs
- Sensory and gross motor room supports
- Class placement meetings

School Measures

Einsight Data
Attendance
Class Profiles

District Measures

Graduation Rates
MDI Data
Student Learning Survey



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.

