



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.

Tyson Elementary



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.

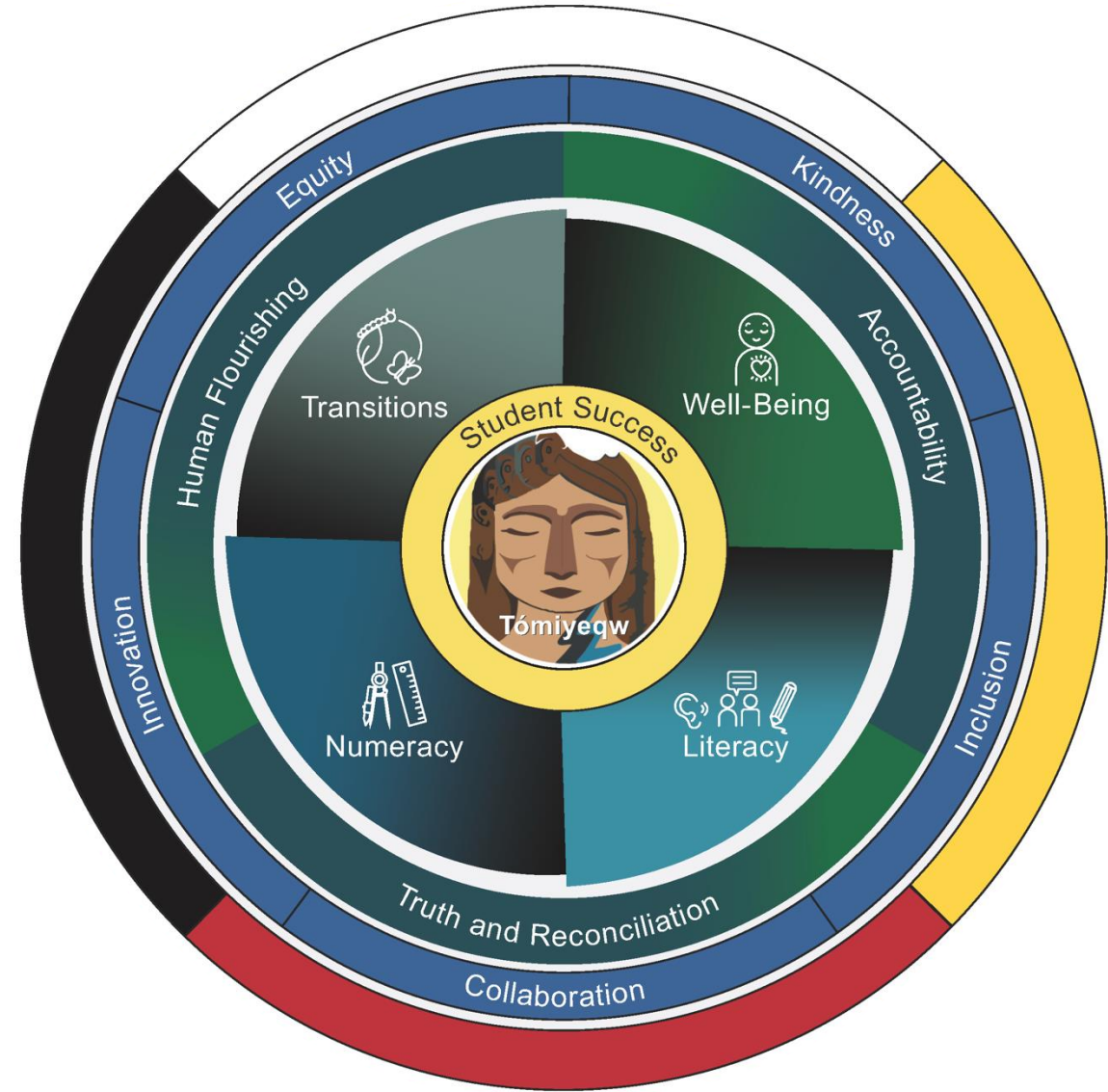
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

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

- Use assessment data to guide instruction and provide timely interventions across all grades (school/class/student profiles)
- Partner with district Curriculum Literacy Teachers (Mrs. Allan and Mrs. Redden) for team teaching, literacy demonstrations, in-service, Sharepoint resources
- ELC Collaboration with Cathy Griffin (one term/year)
- Utilizing UDL practices to engage learners
- Deliver strong Tier 1 classroom instruction supported by Tier 2 interventions from LA/RT, ELL, SLP, and Teacher of the Deaf and Hard of Hearing
- Engage in cross-curricular projects and lessons.
- Use Daily 5 strategies for small group literacy intervention (guided reading) and selected whole group lessons
- Expand Story Workshop resources to support oral language and writing development
- Share literacy resources and programming led by Librarian, Mrs. Nielsen, including One School One Book, Reading List Challenges, Reading Link Challenge, and Read-a-Thon
- Host preschool drop-in library sessions in May and share literacy strategies with families at KinderFair and Ready, Set, Explore
- Elementary Literacy Collaboration amongst staff.
- Implementing common resources and materials such as UFLI, Secret Stories, Syllasense, Bug Club and Pearson books
- Encourage Pro D in writing and collaborate on school writing goals (Shades of Meaning, Jennifer Serevallo, Matt Glover)
- Teacher-led writing conferences
- Fluency routines – Reader’s Theatre, re-reading texts

School Measures

List literacy measures

- PM Benchmark – Running Record
- ACT – Assessment of Comprehension and Thinking
- Student Writing Samples
- Phonemic Awareness
- Letter/Sound ID
- Word Inventory
- Grade 4 FSA (Literacy)

District Measures

- ACT
- PM Benchmark
- FSA Grade 4



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

- Use assessment data to guide instruction and plan targeted supports (school/class/student profiles)
- Collaboration with district Numeracy teachers for in-service, team teaching, and demonstrations of best practice.
- Provide strong Tier 1 instruction
- Incorporate hands-on learning through manipulatives and vertical surfaces
- Emphasize mathematical thinking and problem solving with strategies such as Number Talks, Which One Doesn't Belong, vertical surfaces and white boards.
- Combine whole group instruction with Daily 3 strategies to support small group teaching and targeted interventions
- Build and expand school math materials to enhance Tier 1 instruction.
- Encourage participation in Pro D, In-Service, Collab on Math instruction
- Create a math bulletin board to promote math visibility in school
- Targeted Math Support Groups
- Create Math Manipulatives Resource Cupboard (hands on activities and visuals accessible for every class)
- Build Math Vocabulary and fact fluency
- Math games targeting specific skill or strategy

School Measures

List numeracy measures

- SNAP
- Grade 4 FSA (Numeracy)
- Teacher observation and assessment

District Measures

- FSA Grade 4 (Numeracy)
- 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.

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

- Strengthen classroom practices by embedding social-emotional learning, mental health literacy, and Indigenous ways of knowing across all subject areas
- Foster identity, belonging, and a culture of care through inclusive instructional strategies and student-centered learning experiences
- Foster responsibility, orderliness, attitude, and respect through the ROAR matrix and weekly ROAR slip draws
- Integrate cultural teachings from Ms. J, the Indigenous Education Department, and Steqoye, including drumming, singing, stories, and local history
- Involve the school community in planning the annual Indigenous Student Success Grant
- Support staff professional development in culturally responsive pedagogy and trauma-informed practice
- Use student, staff, and family voice, along with well-being surveys and school-based data, to guide planning and decision-making
- Provide small group support from the Child and Youth Care Worker to build emotional, social, and self-regulation skills
- Teach the CALM program, Zones of Regulation, and the EASE program to support self-regulation and coping strategies, WITS approach
- Incorporate flexible seating and fidget tools to enhance student focus and engagement
- Monitor experiences of safety, connection, and belonging, and respond with targeted strategies that support the whole learner
- Expand early identification and intervention strategies to ensure equitable access to supports that improve both well-being and academic achievement
- Create student leadership opportunities through lunch monitoring, playground assistance, and buddy programs
- Staff Wellness initiatives
- Tier 3, DRT and Bridge Team referrals for attendance concerns

School Measures

List well-being measures

- Student Learning Survey (Gr. 4/5)
- Personal and Social Responsibility Competency
- CHEQ
- Attendance Data
- Teacher Observation
- Counselor referrals (SBT)
- EDI, SLS, MDI

District Measures

- CHEQ
- Student Learning Survey (Gr. 4)



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 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

Early Years to Kindergarten

- Host Ready, Set, Explore in the Winter and KinderFair in Spring for incoming families to meet teachers, tour the school, receive information, ask questions, and take home readiness resources
- Offer weekly Preschool Reading Sessions in May to build familiarity with the school and foster early literacy
- Work with Early Learning to understand needs of incoming K students (CDC)
- Send welcome packages to incoming Kindergarten families in July
- Meet with families and consultants in Spring to support children transitioning from the Child Development Centre or other agencies.

Elementary to Middle School

- Collaborate with Vedder Middle School in the spring to share Grade 5 student information and support transition planning
- Arrange Grade 5 student visits to VMS for tours and provide families with details about the Parent Information Night
- Invite a VMS administrator to meet with Grade 5 classes before the transition
- Provide small group tours to VMS for students who need extra transition time.
- Provide same opportunities for students attending a different middle school.

Within-School Transitions

- Share student IEPs, SSPs, June Progress Reports, and year-end notes with teachers and EAs once classes are set in September
- Encourage teachers to review prior year assessments, behaviour records, and attendance in e-Insight when receiving new students

School Measures

List transitions measures

- Paradigm Data
 - Transitions profile
- Attendance Data
- Early Years participation rates

District Measures

- Grade to grade transition data
- Attendance Rates



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.

