



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.

Chilliwack Secondary School



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.

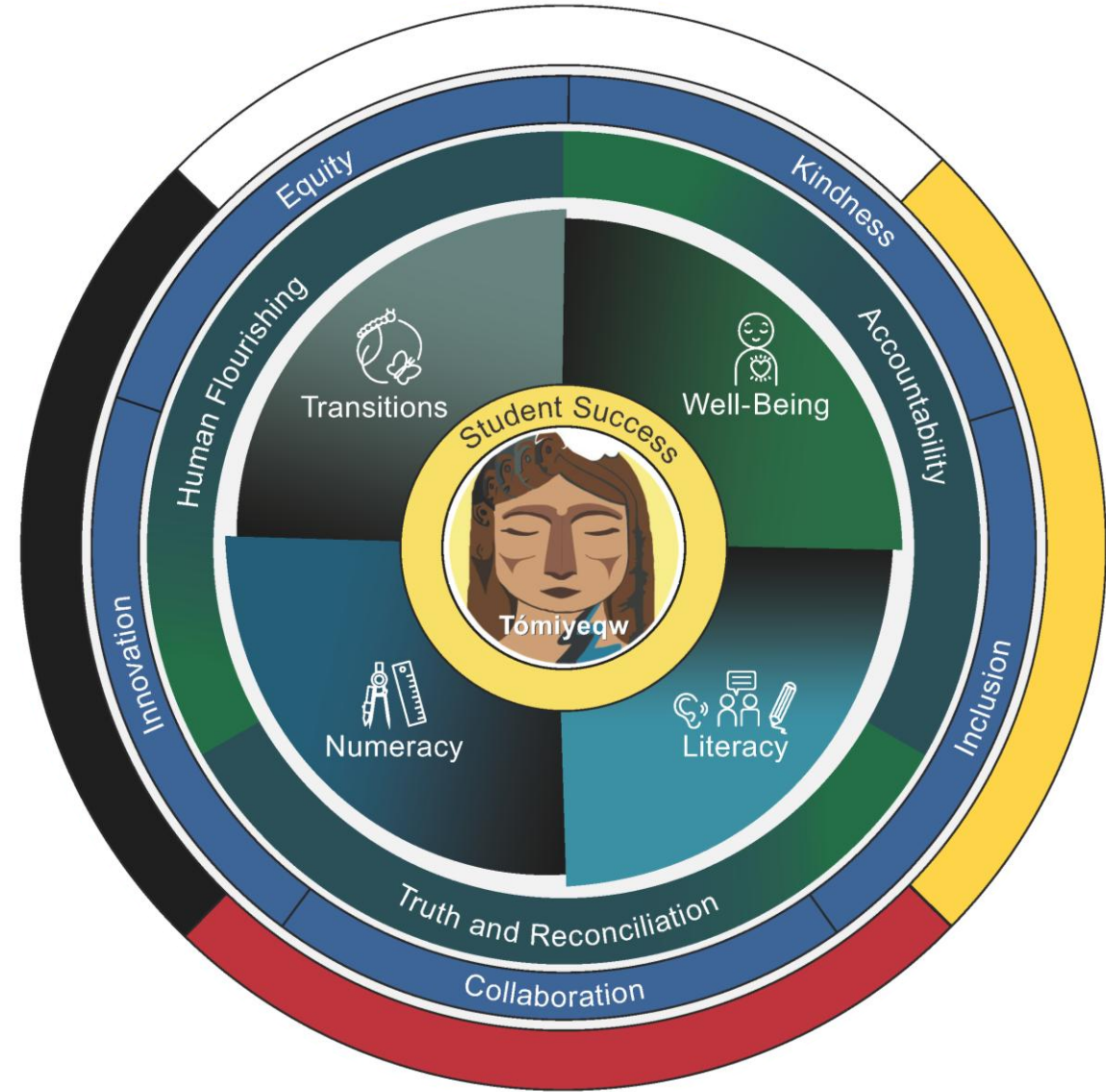
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

School Actions

Goal: We will **empower learners to access knowledge, express ideas, think critically and communicate in various ways**. We will expand the traditional understanding of literacy to reflect the cultural and economic diversity of our diverse school population.

High Quality Instruction

- Continue to offer the opportunity for students to **demonstrate learning in a variety of ways**. This includes using different mediums to show understanding and build confidence.
- Continue to give robust **descriptive feedback**
 - Dedicated time at Staff Meetings and Assessment & Evaluation Days to practice descriptive feedback for all students and specific descriptive feedback referring to students CB-IEP goals
- Continue **Competency-based assessment and reporting**
 - Dedicated **Assessment Leads** who host Assessment Corner meetings, collaborate with staff, and offer professional development opportunities in and out of staff meeting time
 - Establish **scope and sequence** for grades 9-12 curricular competencies in all subject areas
- Integrate practices related to **Universal Design for Learning (UDL) and Differentiated Instruction (DI)** to address varied student readiness for learning.
 - Dedicated time at Staff Meetings and Assessment & Evaluation Days to learn and share UDL strategies
- School-wide focus on **inquiry** to develop critical thinking skills in students and a focus on student success for staff.
- Incorporate **Culturally Responsive Practice**, connecting students to cultures through studied concepts & literature choices
- **Use whiteboards** to develop writing and critical thinking skills.
- Focus on **vocabulary across subjects, particularly in math**

Collaborative Practices to Foster Student Success

- **Emphasize literacy across all subject areas**
 - All Grade 9 Teachers have **common prep time** with the academic teachers that teach the same group of students to share and establish common routines
 - All Grade 9 Teachers participate in the Inter-Disciplinary Grade 9 Literacy Group with Leyton Schnellert focused on **establishing high-yield routines to improve student skills and literacy** across subjects
 - Additional professional development opportunities for all staff focused on high yield routines to improve student skills and literacy across subjects
- **Honour Indigenous Language** by working with Indigenous Leadership student to create digital/interactive **Halq'eméylem** signage throughout the school and create a digital/interactive place-based map in **Halq'eméylem**

Timely Targeted Interventions

- Utilize **small group instructional practices** to ensure targeted instruction and intervention.
- Develop a **school-wide reading support student** for students who are not yet proficient readers

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 Measures

Literacy measures:

- Report Card comments
- Literacy 10 Assessment
- Literacy 12 Assessment
- Course completion rates

District Measures

- Literacy 10 & 12 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: 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.** We will focus on making math approachable and developing practical numeracy skills.

1. High Quality Instruction and Coherence:

- Ensure the consistent use of **common assessment language** across departments.
- Implement **Competency Based Reporting**.
- **Apply Math concepts to real world situations.**
- Focus on getting students ready for the Numeracy 10 Assessment by using those skills **within the math class**, not just immediately before the assessment.
- Science and Math departments will establish **common language, routines, and structures** for instruction across science and math (e.g., graphing, ratios, algebra, unit conversions)
- All Grade 9 Teachers have **common prep time** with the academic teachers that teach the same group of students to share and establish common routines
- All Grade 9 Teachers participate in the Inter-Disciplinary Grade 9 Literacy Group with Leyton Schnellert focused on **establishing high-yield routines to improve student skills and literacy** (including math literacy) across subjects
- Highlight applications of mathematical concepts across subject areas.

2. Targeted Supports and Interventions:

- Provide **targeted and timely interventions**.
- Continue to support students by offering specific sessions during **STORM block**.
- Support using **small group instruction** and grouping to help students in class.
- Continue using highly successful methods such as **whiteboards** in classrooms.
- Build and support confidence, resilience, and a growth mind set around math skills.

3. Innovation:

- Research and determine if **Artificial Intelligence (AI) is an effective tool** to increase student achievement in Math classes, specifically for lesson planning, assessment, and student personal assistance.

School Measures

Numeracy measures:

- Numeracy 10 Assessment
- Course completion rates

District Measures

- Numeracy 10 Assessment



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: We will **create environments in which everyone feels safe, supported, and valued**. We will care for ourselves, each other, the community, and the land, emphasizing social-emotional learning, mental health literacy, and addressing systemic barriers.

1. Safe and Inclusive Environments:

- Foster **safe, inclusive, and supporting school environments**.
- **Address behaviors** that do not meet standards quickly so they are known to not be tolerated.
- Encourage **sincerity, respect, empathy, and attentive listening for students** and in all communications.
- Create **safe and inclusive spaces for all students and staff**.
- Ensure **First Peoples Principles of Learning are embedded** within all grades and subject areas.
- Provide multiple programs, such as Pathways and Access, to **support a diverse community of learners**.
- Organize a variety of student **extra-curricular activities and clubs** to support all students.

2. Targeted Supports and Mental Health Literacy; Tiered Support Strategies:

- Provide **mental health awareness initiatives school-wide** through assemblies and the mental health week
- Integrate health and **Mental Health education** in all PHE classes
- Implement **mental health strategies** for students through counsellors and CYCWs
- Implement **attendance initiatives**.
- Implement **targeted interventions on resiliency and class attendance** for students who frequently use the counselling space, based on collected usage data.
- Ensure that goals and objectives outlined in the **CB-IEPs are targeted** for improving student success.
- Collaborate with district and community services to ensure students access appropriate supports.

3. Culture of Care and Resources:

- Promote **student self-regulation** through classroom structures and routines, such as options to rewrite or practice concepts toward mastery.
- Provide **staff well-being** initiatives.
- Provide a clear mechanism by which staff and students can **give feedback** about their well-being.

School Measures

Well-being measures

- YDI Data
- Student Learning Survey Data
- Staff meetings
- Department Head meetings

District Measures

- YDI Data
- 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.

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: We will **plan successful transitions for students** as they move from early years into adulthood, ensuring connected pathways through secondary school and beyond graduation.

1. Transition Programming and Events:

- Continue to implement established programs like **Link Crew** and **Mini-Cycle**.
- Hold **Articulation Meetings** and Family of Schools Meetings.
- Host a **Grade 8 Information Evening/Parent Meeting**.
- Continue to implement **Capstone Presentations**.

2. Targeted Transition Support:

- Provide **more support for the transition into Grade 9** in School Supports.
- Provide dedicated support for **students bridging into community programs** (specifically students with disabilities).
- Full implementation and **training of all staff with eINSIGHT**.
- Ensure relevant staff members have **transition information**
- Build **class profiles** with student information to assist with planning, instruction, and support.
- **Linking course scope and sequence** (e.g., in Science) to support direction after high school.
- Grade 9 teachers work with Leyton Schnellert to create **common routines and expectations** so the transition from middle to secondary is easier because expectations are explicitly taught and practiced

3. Career Pathways and Post-Secondary Readiness:

- **Empower students to explore and pursue meaningful career pathways** by integrating practical skills, personalized learning, and community partnerships.
- Ensure every learner is **future-ready** and confident in their post-secondary and career transitions.
- Promote school opportunities like AP, Honors, and **STEM explorations** (such as Science Fair and competitions) to support transitions to higher education.
- Develop and access **community partnerships** to help students with support and transitions

School Measures

List transitions measures

- DRT Referrals
- Course Completion Rates
- Graduation Rates
- Rates of PSI Registration
- YDI Data

District Measures

- Graduation Rates
- DRT Referrals
- Alternate Education Referrals
- YDI Data



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.

