



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.

Kw'íyeqel 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.

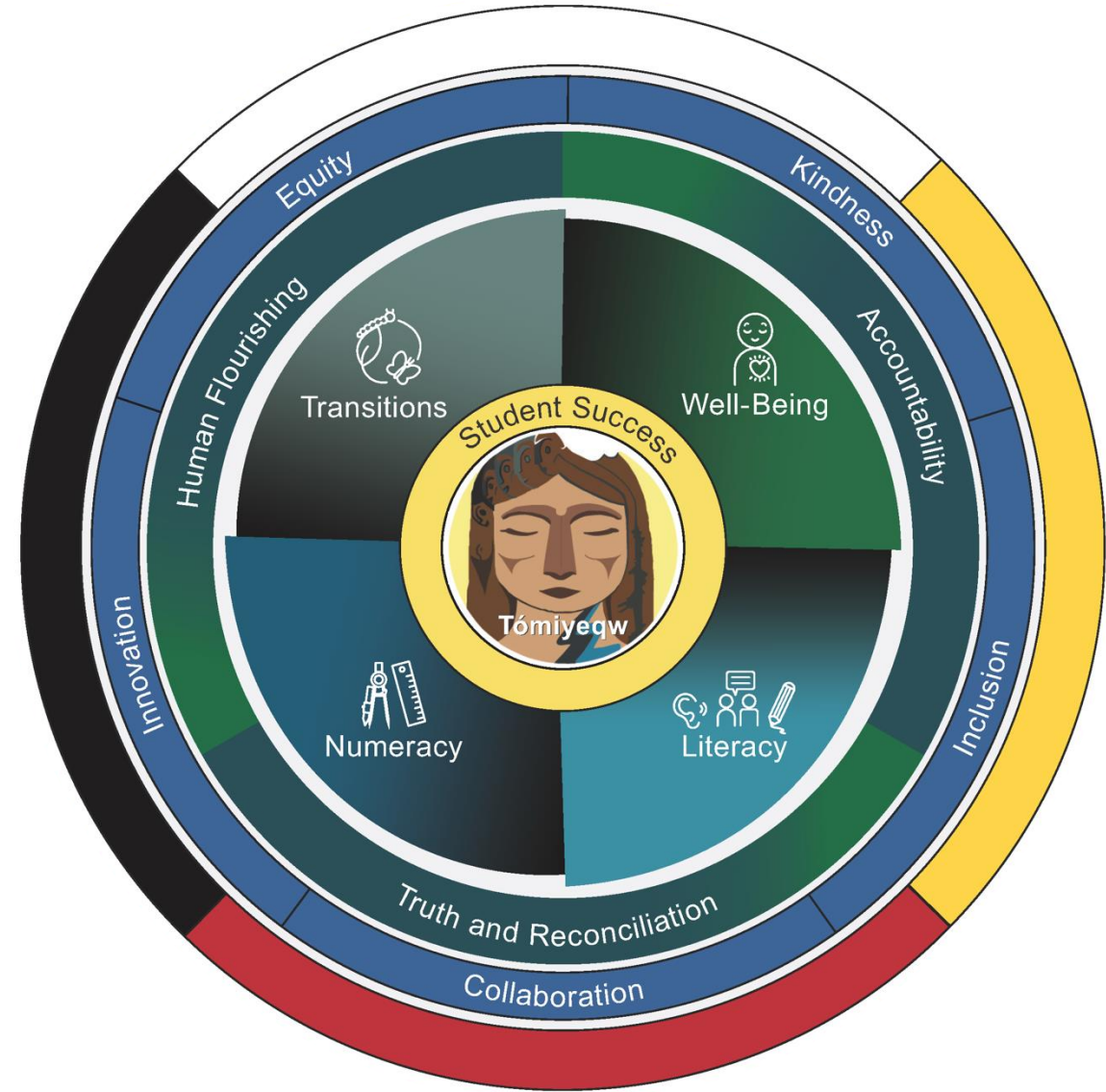
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

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

- Implement practices for Universal Design for Learning (Engaging learners, representing, expressing)
- Determine mode of instruction and representation that align with student need and lesson content (who class, small group, independent)
- Ensure goals, objectives and strategies outline in the CBIEP align with the learning occurring in the classroom and correspond to classroom learning access points.
- Ensure recommendation outlined by tier 3 assessments and observation are incorporated into the classroom environment
- Use assessments to develop class profiles and plan for instruction and further inquiry about students learning
- Embed Indigenous Principles of Learning in classroom instruction
- Design instruction with UDL principles and structures

School Measures

List literacy measures

- Literacy Lead Teacher collab sessions
- Data analysis of school-wide write and word inventory
- Targeted Literacy Intervention groups lead by LART
- Ongoing support from Indigenous Enhancement Teachers
- Ensure audiobooks are available through SORA

District Measures

- Inquiry with Dr. Leyton Schnellert (Grade 9 teachers continue)



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

List numeracy actions

- Implement practices for Universal Design for Learning (Engaging learners, representing, expressing)
- Determine mode of instruction and representation that align with student need and lesson content (who class, small group, independent)
- Ensure goals, objectives and strategies outline in the CBIEP align with the learning occurring in the classroom and correspond to classroom learning access points.
- Ensure recommendation outlined by tier 3 assessments and observation are incorporated into the classroom environment
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- Embed Indigenous Principles of Learning in classroom instruction
- Design instruction with UDL principles and structures

School Measures

List numeracy measures

- Targeted Numeracy Intervention groups lead by LART
- Numeracy Lead Teacher collab sessions
- The collection and analysis of meaningful formative and summative assessments to ensure actions and decisions directly support the success of all learners.
- The continued use of self and department reflection about and improvement of teaching practices, success of assignments and units, and assessment methods

District Measures

- Inquiry wit Dr. Leyton Schnellert (Grade 9 teachers continue



KW'ÍYEQEL

SECONDARY SCHOOL

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

List well-being actions

- Foster safe inclusive and supportive school environments
- Engage in instruction practices that support mental and physical well-being
- Engage in instructional practices that support Truth and Reconciliation, SOGI and anti-Racism
- Embed SEL and well-being into classroom instruction and routines
- Foster collaboration and connection between school staff, students, and families to develop responsive CBIEPs
- Foster collaboration between classroom teachers, case managers, Counsellors, CYCW, Indigenous Grad Coach, and outside agencies.
- Food programs – Breakfast and Lunch Programs, Starfish backpacks, Christmas Hampers, etc.
- Passion or Skill-based Homerooms
- Strong adult connections – school goal of each student having more than one strong adult connection
- Outside Agency Connections

School Measures

List well-being measures

- Co-teaching, co-collaboration meetings
- Guest speakers from community
- Staff collaboration time and professional development
- Push-in classroom support
- Wrap-around support services from school, district, and community partners.

District Measures

- Ongoing collaboration with Dr. Dustin Louis in Truth and Reconciliation



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

List transitions actions

- Embed transition preparation/reception into instructional practices
- Provide opportunities for students to explore their individual talents, skills, and interests, and connect these attributes to their goal planning (Core competency reflections, career/transitions plan, professional learning environments)
- Develop and foster opportunities that allow personal and career goal discovery
- Ensure opportunities and access exist for the full diversity of interest and needs within the student population
- Dedicated staff for linking students to workplace and volunteer opportunities
- UFV Connections programs and tours
- Support staff check and connects specific to Work Experience, Graduation, Scholarships & Bursaries, plus transitioning out of KSS
- Ensuring that all students have resumes and interview skills
- UFV or other Educational Connections (Trades Sampler & potential Culinary Sampler plus Triangle) to give students the feeling of university and what they can expect if they pursue post-secondary schooling

School Measures

List transitions measures

- Capstone, Careers Life Education and Career :Life Connections
- Promote Dual-Credit, Work Experience, Trades Sampler and RCP programs
- Course completion rates and data analysis
- Attend Trade Expo and Employment Fairs
- Homeroom Volunteer Experiences
- MyBlueprint
- Provincial assessment data

District Measures

- District Career programs and support from District Career Department.



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.

