



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.

Mount Slesse Middle 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.

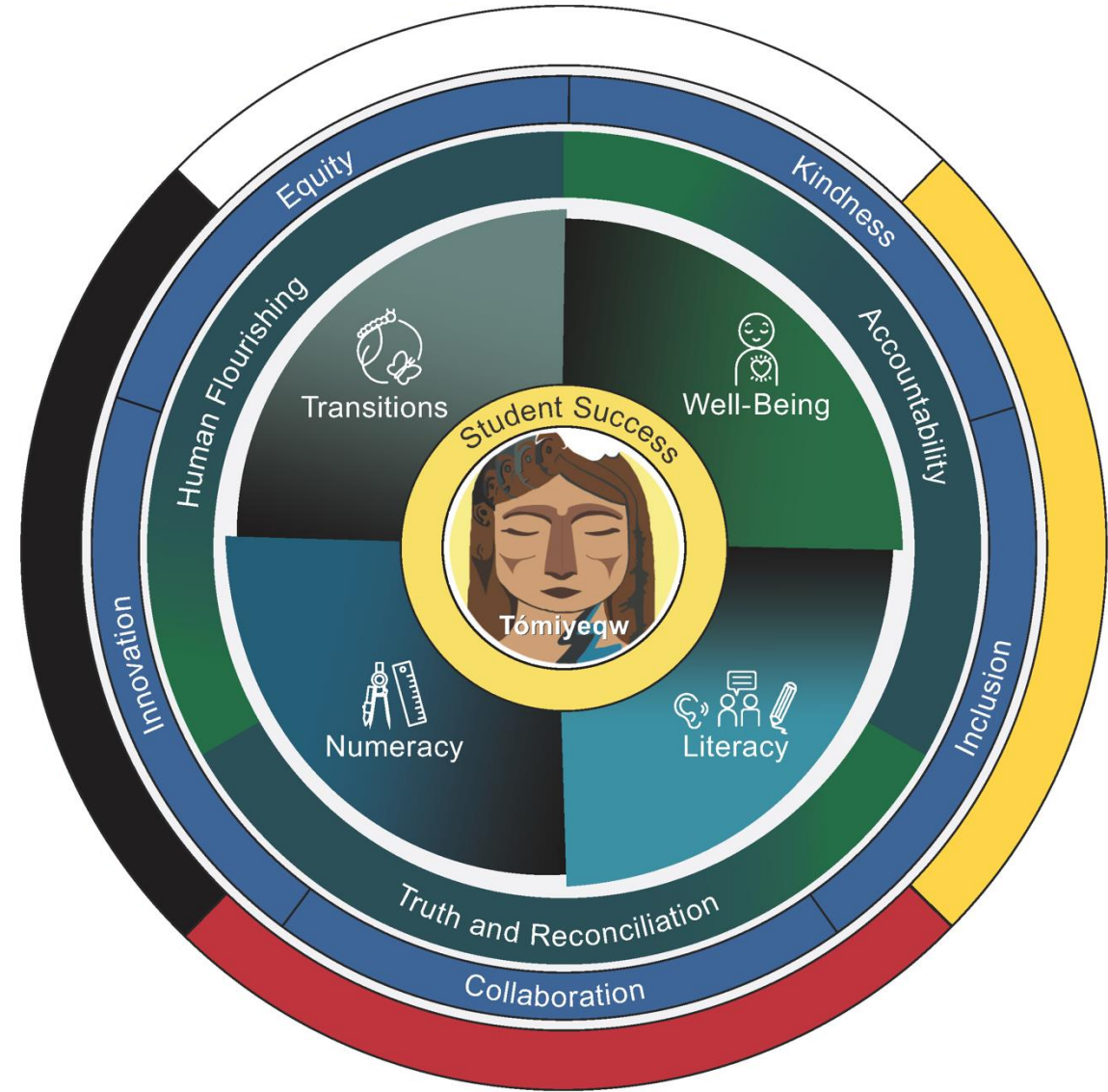
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.

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

Co-Develop and use class profiles/literacy profiles

- Apply lesson design (Connect–Process–Transform–Reflect).
- Implement UDL strategies to provide multiple means of engagement, representation, and expression.
- Align classroom instruction with CBIEP goals.

Identify priority learners using PM Benchmarks, ACT, and classroom assessments

- Use evidence from PM Benchmarks, District and Classroom assessments to guide intervention groups.
- Provide short-cycle small group and targeted 1:1 literacy supports
- Collaborate with Student Services, Learning Assistance and Resource teachers, Education Assistants

School Measures

- Classroom Assessments
- Student Self-Assessment
- Student-Teacher Conferencing
- PM Benchmarks
- FSA 7
- ACT
- School Wide Write

District Measures

- FSA 7 (Reading/Writing)
- ACT 6-8
- PM Benchmarks



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

Develop and use class profiles/numeracy profiles

- UDL strategies to provide multiple entry points and representation methods
- Participate in District Numeracy collaboration

Identify priority learners using SNAP, FSA, and classroom assessments

- Align classroom instruction and intervention support with CBIEP goals.
- Provide small group instruction focusing on number sense and conceptual understanding
- Collaborate with Curriculum Helping Teacher, Learning Assistance and Resource Teachers, and Student Services to embed personalized strategies

School Measures

- Classroom Assessment
- Student Self Assessment
- SNAP 6-8
- FSA 7 Numeracy

District Measures

- FSA 7 Numeracy
- SNAP 6-8



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

Integrate trauma-informed, anti-racism, and inclusive practices.

- Align classroom practices with the Mental Health in Schools Strategic Plan.
- Embed SEL routines and self-regulation strategies into instruction.
- Embed Professional learning focused on SEL and supportive environments.

Identify priority students using School Based Team, attendance, and behaviour data

- Align classroom and intervention practices with CBIEP well-being and regulation goals.
- Provide targeted small-group or 1:1 connection and regulation supports (check-ins, mentorship, restorative conversations).
- Collaborate with Counsellors, Bridge Team, Learning Assistance Teachers, Education Assistants, and the Mental Health & Behaviour Support Team to embed individualized well-being strategies.

School Measures

- Attendance Data
- Behaviour Data
- Student Learning Survey
- Staff Surveys
- Student Surveys
- MDI Data
- Student Voice Groups
- WVIR Incidents
- Office Referrals

District Measures

- Student Learning Survey
- MDI Data



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

Implement the District Transition Framework and Overview and Timeline of Transitions.

- Integrate transition preparation (self-advocacy, executive functioning, and goal setting) into classroom instruction.
- Foster cross-grade mentorship and community connections that promote belonging and readiness.
- Engage staff in professional learning to strengthen transition planning and communication.

Identify priority students requiring targeted transition planning.

- Align classroom instruction and intervention strategies with CBIEP transition goals.
- Provide targeted small-group transition supports (orientation, mentorship, and guided planning).
- Collaborate with the Counsellors, Learning Assistance and Resource Teachers, Bridge Team, Mémiyelhtel, and outside agencies to embed personalized transition strategies.

School Measures

List transitions measures

- Student Surveys
- E-Insight Data
- MDI Data
- Student Learning Survey

District Measures

- MDI Data
- Student Learning Survey
- Graduation 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.

