



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.

Yarrow Community School Learning & Growing Together



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.

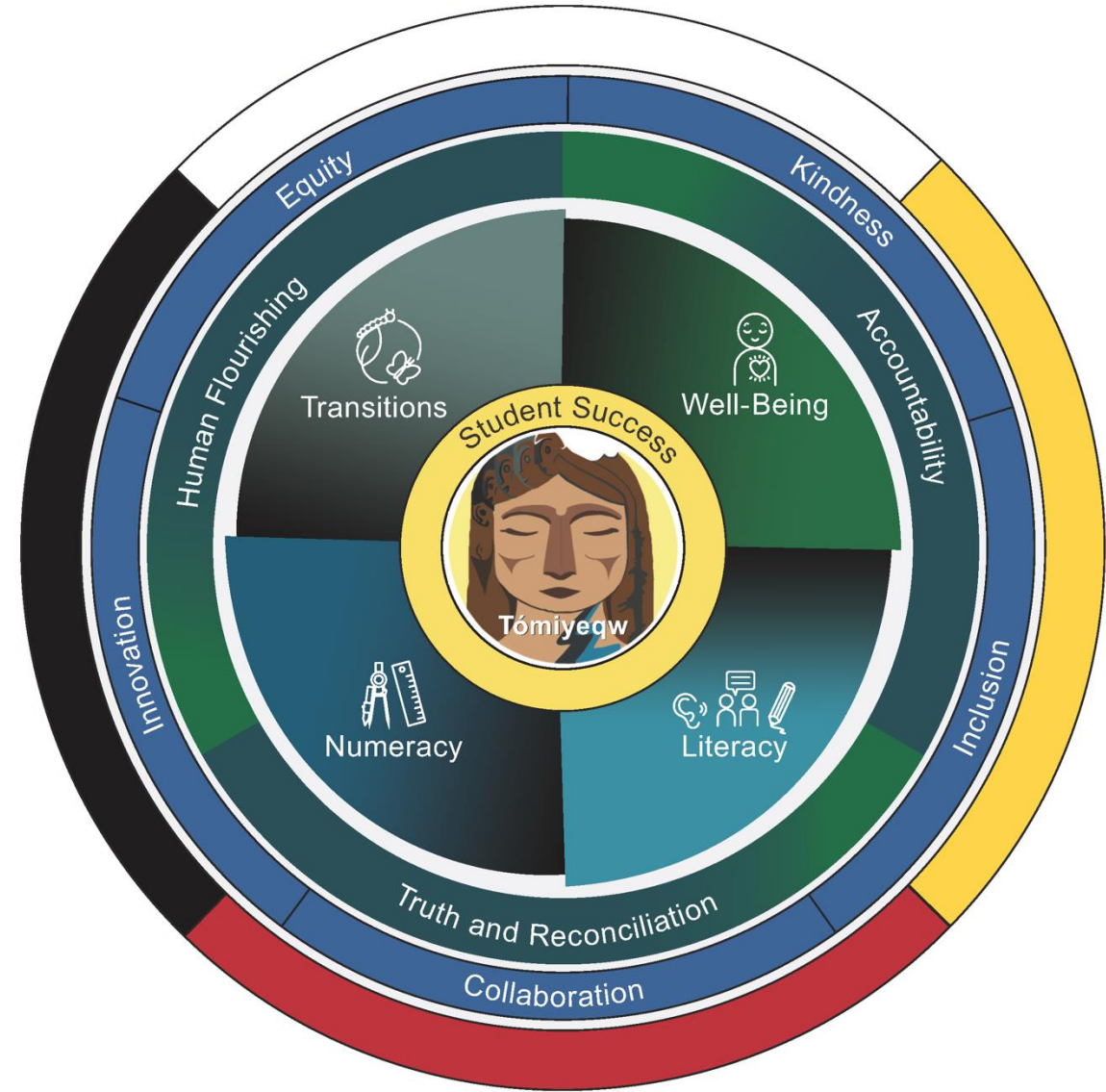
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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

Comprehensive Reading Instruction: Incorporate independent reading, guided reading, and shared reading to build fluency, comprehension, and critical thinking skills.

Engaging and Purposeful Writing: Encourage students to write for various purposes and audiences, with opportunities for feedback and revision to strengthen their skills.

Building Strong Word Knowledge: Integrate phonics, spelling, and vocabulary instruction to help students understand word structure and meaning.

Developing Oral Communication Skills: Foster listening, speaking, and discussion through collaborative conversations, presentations, and storytelling activities.

Targeted Literacy Support: Teachers paying attention to establishing solid Tier one foundations, use small group instruction and differentiated strategies to meet diverse student needs and promote equitable learning opportunities. Grade 5 students run Alphabet Buddies and Word Wizards, dedicated time to Intentional Targeted small groups as a whole school.

Ongoing Assessment to Inform Instruction: Implement regular formative assessments to monitor student progress and guide instruction.

Professional Growth for Teachers: Provide continuous professional development to strengthen literacy teaching practices and align with best instructional approaches.

School Measures

- **K-3 Early Literacy Assessments:** PM Benchmarks
- **Phonemic Awareness & Phonics Assessments:** Letter recognition, decoding, and spelling inventories
- **Writing Samples:** Use a school-wide rubric to assess growth in writing fluency, structure, and expression.
- **Reading Fluency & Comprehension:** Running records, oral reading fluency assessments, and comprehension questions
- **Percentage of students meeting/exceeding expectations** in BC literacy standards (FSA, classroom assessments)
- **Growth over time:** Track student progress from term to term and year to year
- **Student self-assessments & reflections:** Surveys or exit tickets on reading/writing confidence

District Measures

- FSA 4 (Reading / Writing)
- FSA 7 (Reading / Writing)
- Literacy 10 and 12
- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)



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

Strong Foundational Math Instruction: Implement structured numeracy programs like SNAP (Student Numeracy Assessment and Practice) to assess and develop number sense.

Balanced Numeracy Approach: incorporating hands on learning, guided practice, and problem-solving activities with an emphasis on math facts.

Real World Application of Math and Outdoor Learning: Incorporating math into nature-based activities such as measuring plant growth in the school garden or calculating areas and perimeters in outdoor spaces.

Stem Projects: Encourage students to apply math in science and technology challenges such as coding and building structures.

Differentiated & Inclusive Math Support and Small Group Interventions: Provide small group interventions for students who need additional support with numeracy.

Professional Development for Teachers: Provide ongoing training in effective math teaching strategies and numeracy assessment tools.

School Measures

- Student Achievement & Progress Monitoring
- SNAP
- Classroom Assessments
- Report Card Data
- Observation & Student Work Samples
- Growth & Intervention tracking
- Student engagement & Confidence in Math

District Measures

- FSA 4
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)



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

Incorporate Indigenous Perspectives in Curriculum: Embed First Peoples Principles of Learning across subjects.

Strengthen Collaborative Structures: Establish regular opportunities for teachers, administrators, and support staff to collaborate and share best practices. Provide opportunities in classrooms for regulation and embed SEL and well being using the Zones of Regulation and Play is the Way and the school buddy program.

Growth Mindset Lessons & Goal-Setting: Teach students that challenges help them grow and encourage self-reflection. Foster safe inclusive and supportive classrooms, use class profiles to inform instruction.

Student-Led Problem-Solving & Decision-Making: Involve students in creating classroom expectations and school policies. Provide students with theme based small groups such as friendship and anxiety.

Recognition for Positive Contributions: Implement a “B.A.R.K.” (Be Safe, Act Responsible, Respect Others, Kindness Matters) program where students are acknowledged these character traits Workshops on SEL, Restorative Justice, and Growth Mindset.

Collaboration with Community Partners: visiting the firehall and the local library. We have monthly Senior lunches where students eat lunch and do an activity with seniors from the community. Provide a School calendar of events and policies.

Regular Parent Communication & Engagement: Use newsletters, social media, and a parent portal for better transparency.

Staff Well Being: support staff with well being initiative and check in's.

School Measures

Students will demonstrate stronger **self-regulation, leadership, and social responsibility, leading to a more inclusive and accountable school culture** at Yarrow Community School.

District Measures

- Student Learning Survey grade 4, 7, 10 and 12
- EDI (Early Years)
- CHEQ (Kindergarten)
- MDI (Middle Years)
- BCAHS (BC Adolescent Health Survey)
- YDI (Secondary Years)



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

Early Childhood Education programs: Jellybeans preschool for 3- & 4-year-olds, Puddle Jumpers daycare for 30 months to 5 years

Kinder Fair: in June to welcome all incoming Kindergarten students and their families; school tour, virtual and physical tour of the school for our new Kindergarten families.

Gradual entry: for Kindergarten students and those who benefit from a slower start to the year participate in a gradual entry process to ease their transition.

Student Support Plans: Inclusion Education Plans along with June progress report, are shared with receiving teachers to ensure a smooth transition and targeted support

Differentiating instruction: Teachers adapt instructional materials to meet students at their level ensuring they can progress appropriately within their grade, common language and routines.

Ongoing school matrix support: continually going over school expectations at assemblies and after long breaks

Middle School Transition: Grade 5 Teachers participate in meetings with the middle school team to prepare for the next stage of their education.

School Familiarization: Tours and transition events help students become comfortable with their new school environment.

Collaboration Between Teachers: Once classes are established, current teachers connect with previous teachers to discuss student progress, strengths, and areas of support.

School Measures

- Engagement and attendance data
- Academic progress/file reviews
- Teacher and staff observations and feedback
- Participation in transition activities
- Parental Involvement and Satisfaction Surveys/SBT meetings
- Classroom participation and behaviour.

District Measures

- Grade to Grade Transition Data
- 5 and 6 Year Completion Rates (Graduation)
- Post-Secondary Transition Rates
- 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.

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