



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.

Imagine High Integrated Art & Technology Secondary School



SCHOOL GROWTH PLAN 2025-2029

Our Purpose: Honoring, 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.

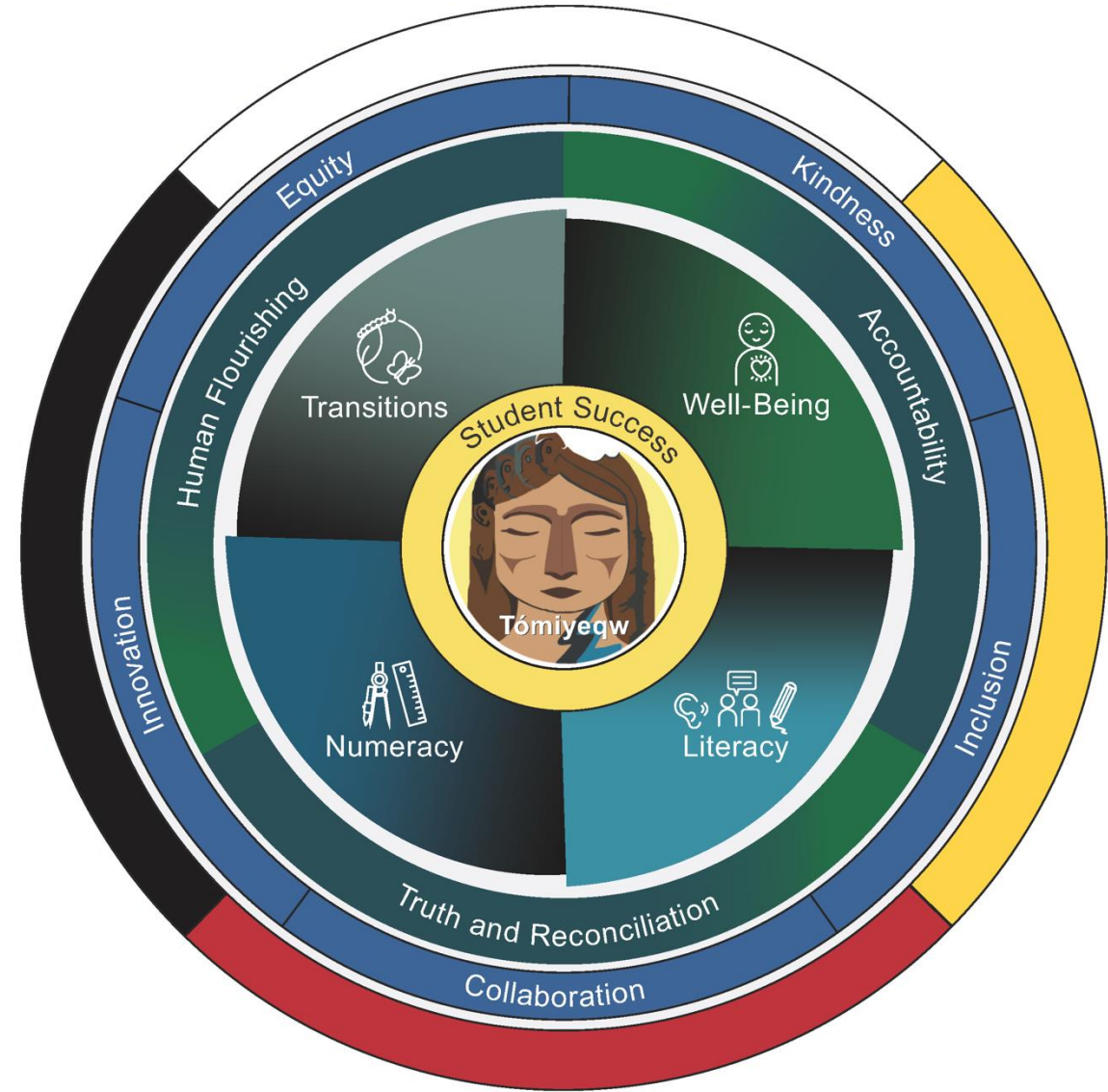
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.





Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY

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

Literacy is the foundation for learning, connection, and expression. It empowers students to make meaning, find joy, and share their voices with the world.

At Imagine, we will:

- Integrate literacy across disciplines through inquiry-based and interdisciplinary projects that connect reading, writing, and communication to real-world contexts.
- Cultivate a collaborative culture of readers and writers through shared experiences, mentorship, and school-wide literacy initiatives.
- Create authentic opportunities for students to publish, perform, and share their writing with real audiences, fostering purpose and pride.

Actions:

- Deliver inclusive, culturally responsive, and evidence-informed literacy instruction that supports diverse learners.
- Embed daily reading opportunities
- Enhance access to rich text via SORA, DEAR, and other digital resources.
- Encourage reflective, process-based writing across disciplines to build critical and creative thinking.
- Foster appropriate AI and digital tools to support idea generation, revision, and publication.
- Explore how to exhibit beautiful student work, culminating in a student anthology that showcases Imagine's voices.
- Center literacy as a joyful, communal, and creative practice that connects learning and life.
- Cultivate and pilot a school-wide-write and establish framework with criteria and assessment benchmarks.

School Measures

- ACT Assessment
- School-wide Write
- Qualitative evidence from student exhibitions, reflections, and revisions as indicators of authentic literacy engagement

District Measures

- ACT
 - Graduation Literacy 10/12
- Assessments outcomes to track growth across grades



Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY

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.

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.

School Actions

Numeracy is the language of problem solving, logic, and creativity. It builds curiosity and confidence in making sense of the world.

At Imagine, we will:

- Integrate numeracy across disciplines to highlight connections between math, science, design, and arts.
- Embed real-world numeracy tasks within interdisciplinary projects and use research-based approaches such as thinking classrooms, collaborative groups, and vertical surfaces to deepen conceptual understanding.
- Foster a collaborative culture of inquiry where students “fail forward,” take risks, and support one another in problem solving.
- Encourage daily small-group numeracy instruction and use data to identify patterns, refine strategies, and strengthen school-wide numeracy practice and encourage sharing materials or tasks. Support student success on the Grade 10 Numeracy Assessment through modeling and practice of assessment-style tasks.

Actions:

- Support learners to understand, apply, and communicate mathematical ideas in creative, real-world contexts.
- Provide explicit instruction and scaffolding for numeracy development across grades.
- Build small target groups to support individual growth and mastery.
- Promote a growth mindset that values persistence, curiosity, and reflection.
- Develop interdisciplinary numeracy projects (e.g., budgeting in Foods, sustainability modeling, data storytelling).
- Use classroom and district assessments to monitor progress and guide instruction.
- Collaborate as a staff to share strategies, co-teach, and align approaches to instruction.

School Measures

- SNAP Pilot (Grade 9)
- Analysis of Grade 10 Numeracy Graduation Assessment data to guide instructional decisions and support equitable outcomes.

District Measures

- SNAP
- Grade 10 Numeracy Graduation 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

Well-being embraces the whole person — physical, emotional, mental, and spiritual. When students feel safe, connected, and valued, they are ready to learn and contribute.

At Imagine, we will:

- Integrate well-being across disciplines through reflection, connection, and social-emotional learning embedded in daily instruction.
- Nurture a collaborative culture of care, empathy, and belonging among staff and students.
- Embed social-emotional learning and trauma-informed practices in classrooms through Inclusive Design Team collaboration.
- Build an inclusive and connected school community through visible representation of diversity, collaborative barrier removal.
- Engage in authentic experiences that connect learners to themselves, their community, and the land.

Actions:

- Explore and develop a structure for community & classroom connection check-ins to reflect on well-being and connection.
- Explore and develop well-being framework that aligns with BC Core Competencies and Imagine's values.
- Provide staff with mental health literacy and trauma-informed practice training.
- Utilize the SD33 Mental Health Framework to support staff and student wellness.
- Develop and use outdoor classrooms and green spaces to promote reflection and balance.
- Gather student voice and survey data to assess belonging, safety, and engagement.
- Celebrate well-being as a collective responsibility (caring for self, others, and place).

School Measures

- Student Learning Survey
- Connectedness Survey
- YDI Results
- Attendance Data

District Measures

- Student Learning Survey
- YDI Results
- Attendance 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

Transitions are moments of growth — opportunities for reflection, direction, and connection. We help students navigate change with purpose and confidence.

At Imagine, we will:

- Integrate transition planning within disciplines through reflective goal setting, portfolio work, and inquiry-based learning.
- Foster a collaborative culture between staff, families, and community to ensure every student is supported in their pathway.
- Create authentic learning experiences that help students connect school learning to future goals, passions, and opportunities.

Actions:

- Embed MyBlueprint into all Career courses to make career and pathway planning consistent and meaningful, and support students to document their learning in all courses through online portfolios.
- Build strong student and family connections through empathy interviews to support smooth transitions into high school.
- Expand real-world learning through Deep Dive Institutes, internships, and partnerships with post-secondary institutions.
- Build a universal transition plan that maintains continuity of student profiles through grades.
- Provide career exploration, job shadowing, and community-based learning opportunities.
- Partner with local organizations, post-secondary institutions, and ministry programs for career readiness modules.
- Help students develop adaptable, personalized pathways for success beyond graduation.
- Encourage self-reflection and agency.

School Measures

- Graduation
- Capstone/portfolios
- Post-secondary enrollment data

District Measures

- Graduation



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.

