

Chilliwack School District Enhancing Student Learning Interim Report 2025/2026

The Chilliwack School District is located at the eastern end of the Fraser Valley within S'olh Temexw, the traditional territory of the Stó:lō people. We are privileged and grateful to work, learn and live on the unceded traditional territory of Pilalt, Sema:th and Ts'elxwéyeqw.

AT ITS SEPTEMBER 22, 2026 REGULAR MEETING, THE CHILLIWACK BOARD OF EDUCATION APPROVED
MOTION 113.26 AS FOLLOWS:

4.1. Framework for Enhancing Student Learning Report (FESL)

113.26

Moved by: Trustee Bondar
Seconded by: Trustee Reichelt

THAT the Board of Education approve the Framework for Enhancing Student Learning Report to be submitted to the Ministry by September 30, 2026.

CARRIED

Table of Contents

Section	Page
Introduction	...1
Educational Outcome 1: Literacy.	...3 - 7
Educational Outcome 2: Numeracy	...8 - 11
Educational Outcome 3: Human and Social (Feel Safe and Connected)	...12 - 14
Educational Outcome 4: Careers Development and Transitions (Graduation)	...15 - 16
Looking Forward: Five Lessons from Year One of Strategic Plan	...17
Appendix	...18 - 23



The icon represents a pervasive challenge our system is facing in all goal areas - absenteeism. You will see it referenced throughout the document.



FESL Learner Profiles Defined

Indigenous Students	Students who have self-identified as Indigenous on an enrollment collection.
Indigenous Students Living on Reserve	Based on enrolment records, students who have been identified as “Status On-Reserve”.
Indigenous Students Living off Reserve	Based on enrolment records, students who have never been identified as “Status On-Reserve”.
*Students with Diverse Abilities	Including intellectual disability, learning disability, gifted, behavioral, physically dependent, deaf/blind, and autism.
Children and Youth in Care (CYIC)	Refers to all children up to 19 yrs where temporary or permanent custody is with the Ministry of Children and Family Development (MCFD) or with a Delegated Aboriginal Agency (DAA).

**The Chilliwack School District refers to “Resident Students with Designation” as “Students with Diverse Abilities”.*

Introduction

The 2025/2026 school year at Chilliwack School District marked the first year of implementing our new [Strategic Plan](#), rooted in the ethos of Tómiyeqw—a commitment to responsibility, reflection, and care for future generations that is central to everything this plan envisions. This report reflects the work of our district staff and sets the stage for our work next year.

We are proud of our accomplishments over the past year, and recognize that the work is not done. In this report, we share data- and research-supported strategies to improve outcomes for our priority learners. This includes students with Indigeneity, students with special designations, and students in care. These strategies reflect the collective work of the Chilliwack School District.

Tómiyeqw

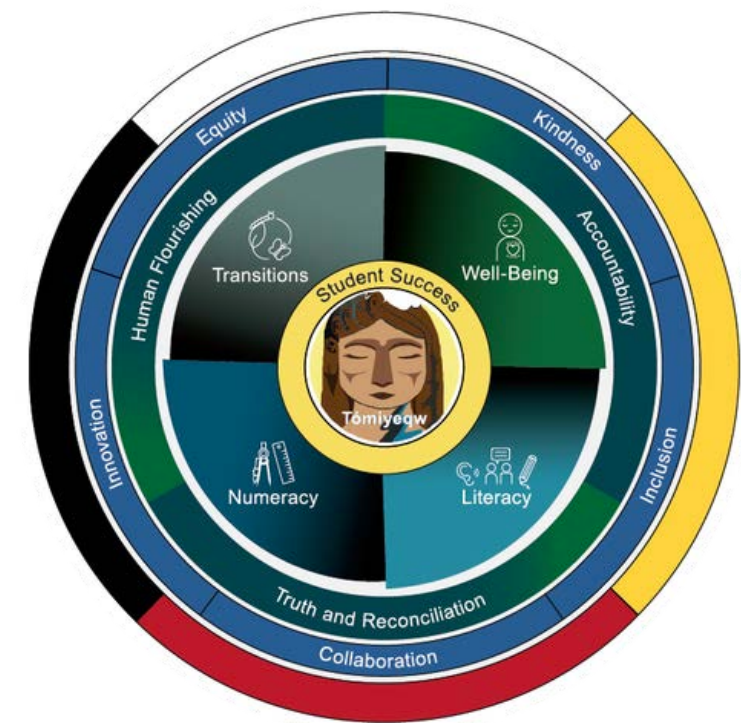
The Coast Salish philosophy behind Tómiyeqw guides people to think deeply about their actions and inaction. Tómiyeqw expresses the responsibility and connection Stó:lō people have to the seven generations past and future. Tómiyeqw is a Halq'eméylem term that literally means both great-great-great-great grandparent/aunt/uncle and great-great-great-great grandchild/niece/nephew.

Tómiyeqw reminds us to think beyond our own lifetimes and act with care for future generations.
This philosophy guides our work.

Strategic Plan Goals 2025 - 2029

The Chilliwack School District's Strategic Plan was created in spring 2025, building on our previous plan's focus on equity and student engagement through world-class educational experiences. With goals in literacy, numeracy, successful transitions, and wellness, and rooted in Tómiyegw, we have high aspirations for our students and the Chilliwack community.

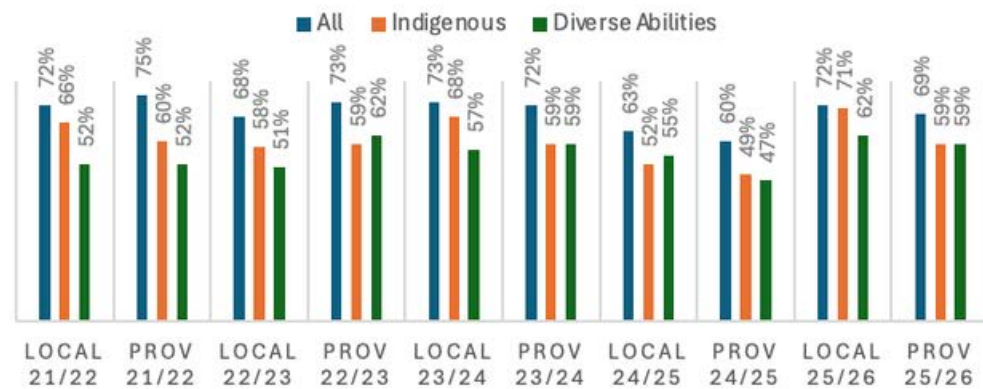
Our Strategic Plan is available on our district website:
<https://stratplan.sd33.bc.ca>.



LITERACY: Provincial Data

Educational Outcome 1 - Literacy

**FSA 4 LITERACY - ON TRACK & EXTENDING
2021/22 - 2025/26**

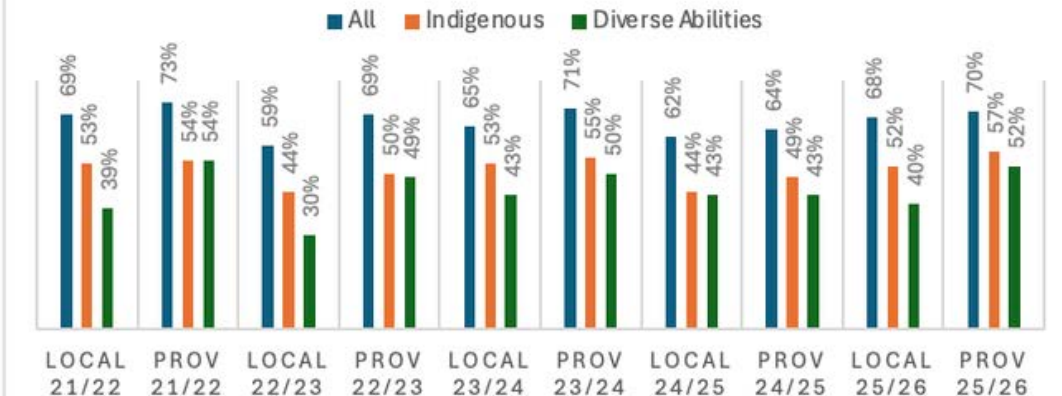


Parity in Grade 4 Literacy

For the first time, our Grade 4 literacy results are nearly the same when comparing all students (72%) and students with Indigenous ancestry (71%).



**FSA 7 LITERACY ON TRACK & EXTENDING
2021/22 - 2025/26**



Summary:

- Participation rates for Grade 4 & 7 FSA remain strong for 'All Students'; lower for Indigenous students and students with disabilities and diverse abilities, but significantly above provincial participation rates
- Grade 4 literacy results exceed provincial averages, which may reflect extensive professional learning and intervention support in the early years.
- FSA 7 improved from 62 to 68% of students on track - just under the provincial achievement of 70% on track
- Although achievement for Indigenous learners is above the provincial average, we see a decline from grades 4 to 7
- **Grade 10 Literacy** achievement is on par with the province (64%), with 64% on track in 2025. NOTE: 2025/26 data is not yet available.

**PARTICIPATION RATE FSA 4 LITERACY
2021/22 - 2025/26**



**PARTICIPATION RATE FSA 7 LITERACY
2021/22 - 2025/26**



LITERACY: Local Data

Table 1 - PM Benchmark Reading Assessment: % On Track*		
2025/2026	Spring %	n(Spring)
Grade 1 All	60	1009
Grade 1 Indigenous	43	172
Grade 1 Diverse Ability	42	115
Grade 1 CYIC	38	13
Grade 2 All	73	1028
Grade 2 Indigenous	63	164
Grade 2 Diverse Ability	41	127
Grade 2 CYIC	43	14
Grade 3 All	77	1110
Grade 3 Indigenous	67	208
Grade 3 Diverse Ability	51	160
Grade 3 CYIC	18	11
Grade 4 All	81	1184
Grade 4 Indigenous	75	212
Grade 4 Diverse Ability	51	226
Grade 4 CYIC	36	11

Grades 5 - 8 PM Data available in Table 1b Appendix (pg 14)

* On Track: Developing, Proficient, Extending

PM Benchmark Scoring Rubric

GRADE	PERFORMANCE STANDARD	November	March	June
ONE	Emerging	1	1-5	1-10
	Developing	2-4	6-10	11-13
	Proficient	5-8+	11-13+	14-16+
TWO	Emerging	1-12	1-14	1-16
	Developing	13-14	15-16	17-18
	Proficient	15-16+	17-18+	19-20+
THREE	Emerging	1-18	1-19	1-21
	Developing	19-20	20-21	22
	Proficient	21-22+	22-23+	23-24+
FOUR	Emerging	23	24	25
	Developing	24	25	26
	Proficient	25	26	27
FIVE	Emerging	26	27	28
	Developing	27	28	29
	Proficient	28	29	30

Table 2 - PM Benchmarks (% On Track)				
PM	June 2023	June 2024	June 2025	June 2026
Grade 1	54	59	57	60
Grade 2	70	73	73	73
Grade 3	79	76	80	77
Grade 4	73	75	75	81
Grade 5	70	80	83	86
Grade 6	83	90	88	88
Grade 7	90	92	90	90
Grade 8	89	91	92	94

Table 4 - ACT Reading Assessment (% Applying and Extending)				
ACT	June 2023	June 2024	June 2025	June 2026
Grade 3	54	51	53	53
Grade 4	53	52	51	53
Grade 5	58	55	59	61
Grade 6	52	48	43	57
Grade 7	49	51	46	44
Grade 8	58	56	53	50

Table 3 - ACT Reading Assessment: % On Track*		
2025/2026	Spring %	n(Spring)
Grade 3 All	96	1093
Grade 3 Indigenous	93	198
Grade 3 Diverse Abilities	82	148
Grade 3 CYIC	88	8
Grade 4 All	969	1187
Grade 4 Indigenous	94	209
Grade 4 Diverse Abilities	89	224
Grade 4 CYIC	91	11
Grade 5 All	97	1123
Grade 5 Indigenous	94	204
Grade 5 Diverse Abilities	91	265
Grade 5 CYIC	100	13
Grade 6 All	96	1014
Grade 6 Indigenous	93	172
Grade 6 Diverse Abilities	89	245
Grade 6 CYIC	93	15
Grade 7 All	94	1007
Grade 7 Indigenous	88	199
Grade 7 Diverse Abilities	84	269
Grade 7 CYIC	91	11
Grade 8 All	94	1104
Grade 8 Indigenous	87	188
Grade 8 Diverse Abilities	82	233
Grade 8 CYIC	77	13

- Overall, the percentage of students reading with proficiency increases each year. By the end of Grade 8, 94% of students are 'On Track'. Cohort tracking data consistently shows year-over-year improvement, suggesting that our literacy supports are making a positive difference.
- Although our Grade 4 literacy rates for Indigenous and non-Indigenous students are reaching parity based on the FSA Provincial Assessment, our local reading achievement data still show an achievement gap, particularly on the PM Benchmark assessment.



Ministry of Education
Alberta

WRITING: Local Data

Table 6 - Writing Sample (% Applying and Extending)

Grade	June 2021	June 2022	June 2023	June 2024	June 2025	June 2026
Grade 3	56	53	51	52	51	52
Grade 4	56	54	54	55	54	53
Grade 5	62	61	63	52	58	57
Grade 6	58	55	58	56	50	56
Grade 7	56	60	58	57	54	53
Grade 8	62	60	63	59	57	59

Our writing data highlights both areas of strength and opportunities for continued growth. While the majority of students are on track in writing, the data points to the importance of moving more students from the developing stage to proficiency and addressing persistent challenges that emerge during key transition years.

- 90% of our students are on track with writing; of those, 34% are developing, and 10% are emerging
 - Our goal is to nudge the ‘developing’ writers into ‘proficiency’
 - Conventions need to be addressed but are not the primary goal of writing instruction; developing writers is a paramount goal
 - Conventions are taught, but students acquire them in a developmentally appropriate way
- All cohorts show improvement from grade to grade except grade 6. This is a pattern that continues for the transition to middle school

Writing remains an area of concern for our students in all grade levels, and we have responded with the following initiatives:

- Provided teachers with 2 rubrics to choose from to bring consistency to the scoring of writing samples
- Hosted a middle school literacy retreat where writing instruction was a key topic
- Provided an interdistrict professional learning series on writing at various grade levels
- Offered professional learning with Matt Glover at the Summer Institute and our District Pro D Day in February 2026

Writing Focus: Vedder Elementary

The team at Vedder Elementary School focused on building writing stamina and skills in the 2025/2026 school year. Staff worked to improve student proficiency in reading, speaking, and writing by implementing a consistent school-wide approach. Learn more: [Vedder Elementary Focuses on School-wide Writing Approach | Chilliwack School District #33](#)



LITERACY: Responses



Literacy Big Ideas :

2022–2023	→	Elementary Literacy Collaboration Pilot – Year 2; Lunch & Learns; developed SD33 Literacy Frameworks; Writing Residency; Middle School Literacy Intervention Pilot
2023–2024	→	Elementary Literacy Collaboration expands to all 21 Elementary Schools; Literacy Framework In-Service for all Elementary teachers; resources to support 5 pillars of Literacy instruction; Dr. Leyton Schnellert Middle Years Project – Literacy Across the Curriculum; Year 1 LA Teacher (LAT) In-Service
2024–2025	→	Middle School Literacy Helping Teacher; continuation of ELC and personalized professional learning – 5 Pillars of Literacy Instruction; Dr. Leyton Schnellert expands to Secondary; District Teacher Librarian – Anti-Racism, Access and Equity; LAT In-Service
2025–2026	→	Year 3 LAT In-Service; Year 1 Response to Intervention and Instruction Collaboration for Middle and Elementary Schools; Year 3 of ELC for all Elementary Schools; ongoing personalized professional learning – 5 pillars of Literacy Instruction; Middle School Literacy Summit
2026–2027	→	Learning Rounds (classroom demonstrations); Continuation of the Foundations of Response to Instruction and Intervention; Implement Introduction to Literacy Learning Series for new LAT ; Grade 4 & 5 Literacy Summit



A deeper look at the data reveals two persistent challenges: **chronic absenteeism** and **student/class complexity**. We're collaborating with the community and UBC's Project Rose (Attendance Research Project) to build understanding and plan for chronic absenteeism.

Through our Elementary Literacy Collaboration project, we've noticed inconsistencies in how we administer and analyze PM benchmarks. Training will need to be ongoing.

The district is refocusing on **Response to Instruction/Intervention** across the district to continually review student achievement, plan high-quality instruction, and intervene where students need additional support. This has required:

- Thoughtful planning for where students are in their academic journey
- Collective responsibility between teachers, learning support and PVP
- Collaboration between the Curriculum Department, Student Services and Indigenous Education and schools to ensure fulsome professional learning and student supports
- In 2026/2027, we will provide ongoing support for principals to monitor student progress and plan for instruction.

In October 2025, we hosted a **middle school literacy retreat** with 100 participants. In October 2026, we will host a grades 3- 5 literacy summit to build coherence with the professional learning provided to middle school teachers.

Supporting students through transitions from elementary to middle school:

- FSA indicates that 14% of the students who were 'on track' in grade 4 are not on track in grade 7
- Focus on 'developing' readers and writers in elementary and middle school classrooms through Tier 1 and LAT supports

The achievement for students with disabilities and diverse abilities is below the provincial average for Grade 7 literacy. We've focused significant support on Learning Assistance teachers to give them the time, resources, and expertise to support struggling learners.

➤➤➤ Middle School Literacy Retreat

Early in the school year, the curriculum team hosted a two-day literacy retreat for 70 middle school teachers. Teachers worked with the curriculum team on practices that support reading, evidence-based instruction, collaboration, and Indigenous perspectives and worldviews. Afterwards, they returned to their schools where they collaborated with educators in other disciplines to share what they learned. [From Pro-D to Daily Practice: Literacy Strategies for Middle Schools](#)

LITERACY: Reflect and Adjust

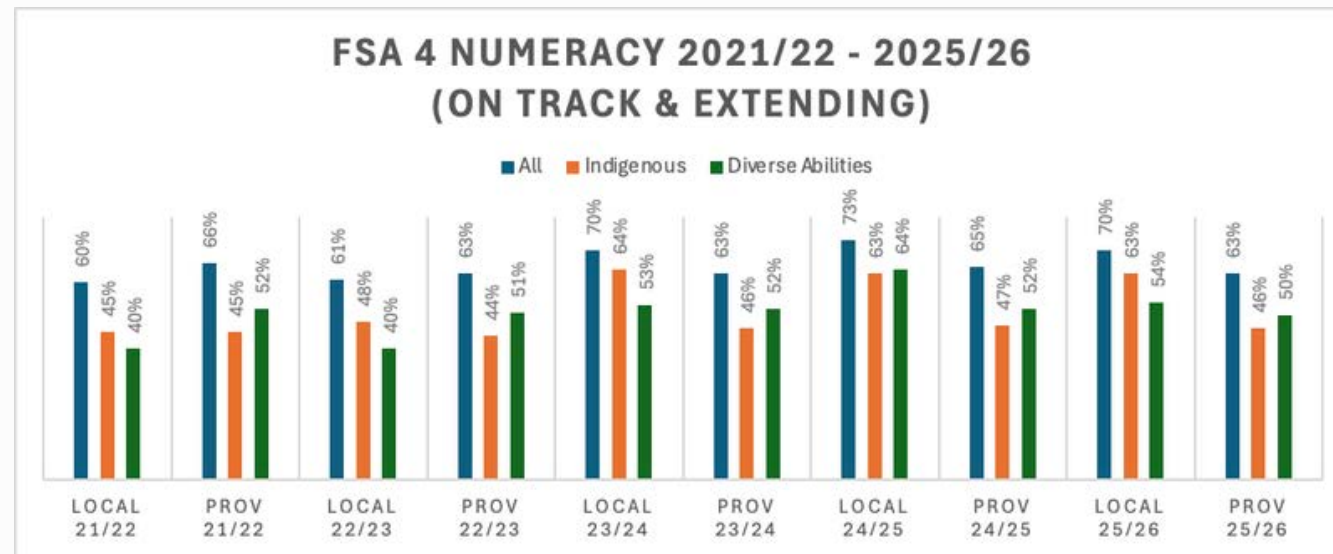


STRATEGIC PLAN PRIORITY: STUDENT SUCCESS		STRATEGIC PLAN OBJECTIVE: IMPROVE LITERACY RESULTS	
Strategy	Area for Growth	Strategy Effectiveness	Adjustment and Adaptations (Our District Will...)
K- 8 Response to Instruction and Intervention (RTI²) to close the achievement gap for all students, with particular focus on priority learners.	Mentorship for teams where the implementation has been slow or challenging (identify what is working well, define roles, and what's next).	- Common understanding and collaboration between schools - Data-driven decisions and class profiles - Building understanding of Tier 1 and 2 assessment and instruction	- Expanding RTI² and embedding it in Family of Schools (FOS). - Collaboration between schools and the Curriculum Department, Indigenous Education and Student Services. - We are partnering with ARC BC to support our diverse learners with improved resources.
Elementary Literacy Collaboration (ELC) Direct support to elementary students and professional learning for elementary teachers	Adjusting to having fewer ELC teachers to support the vast amount of work in schools. Build consistent instruction through collaboration among ELC teachers in schools. Have a learning focus with demonstrations in classrooms.	- Student achievement in all areas of literacy - Teacher sense of efficacy - Collaboration on progress monitoring and planning for instruction and intervention - Support for students transitioning from school-to-school	- Using data, we can be intentional and nimble in supporting students and teachers across the district. - Support is adjusted from 10 to 8 teachers. We will assess whether we are still having the impact we hope for.
Middle School Retreat Follow-up sessions with all middle schools - Comprehension strategies - Word Work - Interactive Notebooks Cross-curricular professional learning with Dr. Leyton Schnellert	Behaviour in middle school classrooms continues to create learning barriers.	- Teachers are working hard to support disabilities and diverse needs in their classroom. - Classrooms with regulated students and reasonable numbers of students with emotional distress can implement strategies from retreat/learning sessions. - When teachers have strong efficacy, we see confidence that the PVP can support student SEL; systems are in place to support learners.	- Continue to offer the sessions to teachers - Alternative setting for dysregulated students - RTI² will help to build systems of support
Secondary cross-curricular professional learning with Dr. Leyton Schnellert LAT training and collaboration	The pressure of teaching a significant amount of content in secondary classes is a challenge. Teachers are noticing common challenges in secondary teaching (executive function skills, foundational writing skills, etc.), and are working in silos without a common language across subject areas.	- Collaboration is enhanced, and a culture of teamwork is fostered through co-planning and problem-solving. - Teachers learn to anchor abstract lessons to central themes or authentic, real-world projects. This helps students apply skills in multiple contexts rather than learning topics in isolation.	- Aligning Dr. Leyton Schnellert's sessions with the learning for non-enrolling teachers - We will assess the impact of non-enrolling teachers on student learning next school year.



NUMERACY: Provincial Data

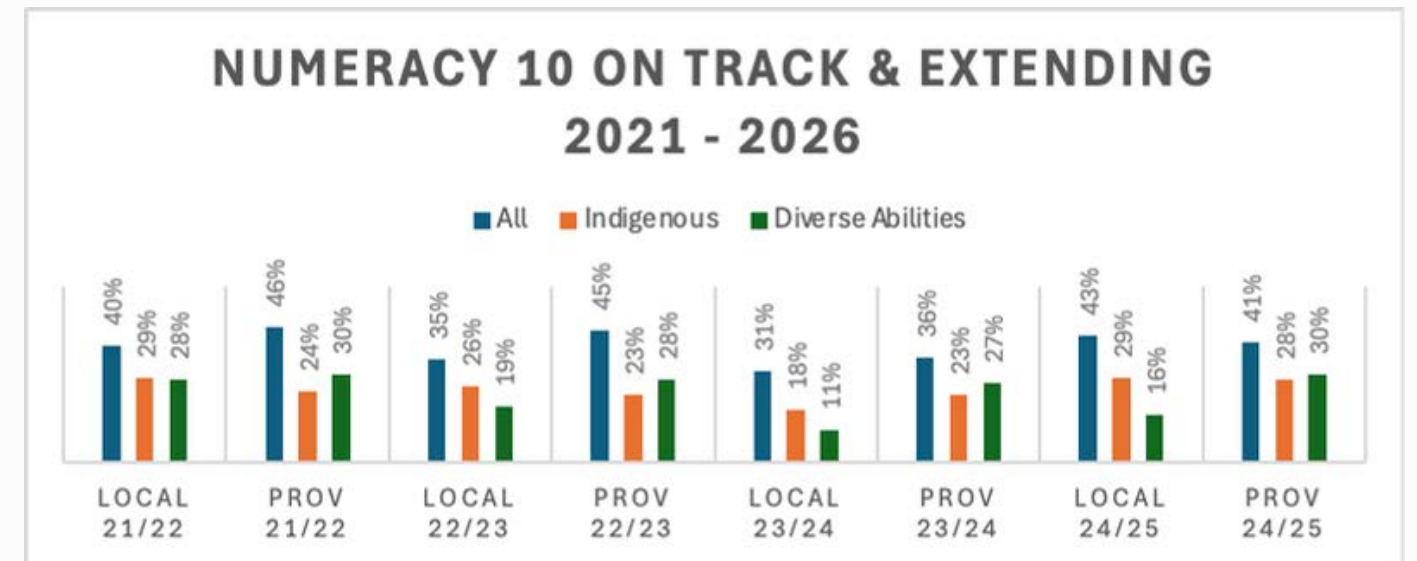
Educational Outcome 2 - Numeracy



Grade 4 Highlights



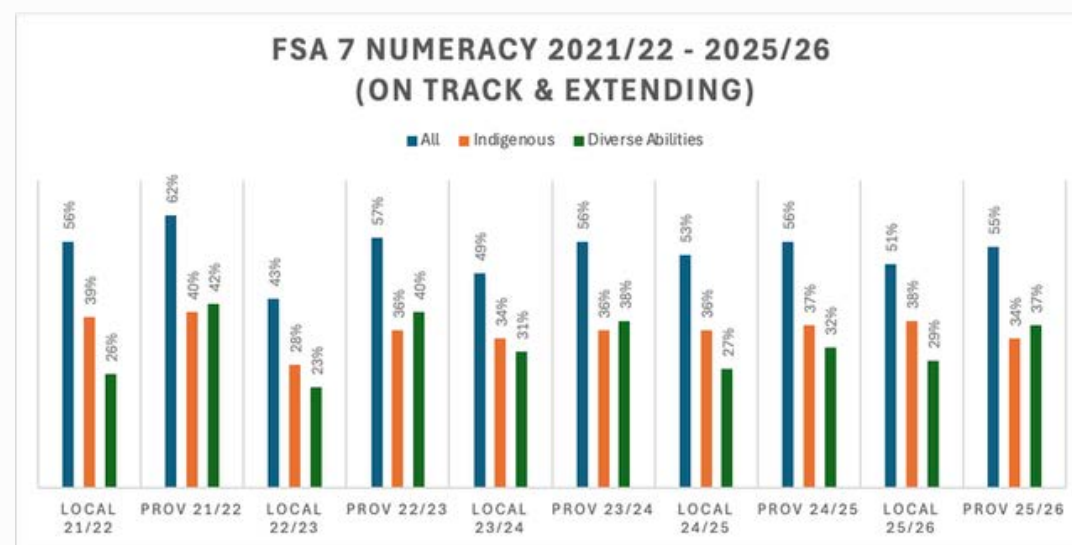
- FSA 4 Numeracy continues to be above the provincial achievement for all students with 70% on track (61% for province).
- Indigenous students at grade 4 are performing significantly above provincial average with 63% on track (48% for province).



Grade 10 Highlights



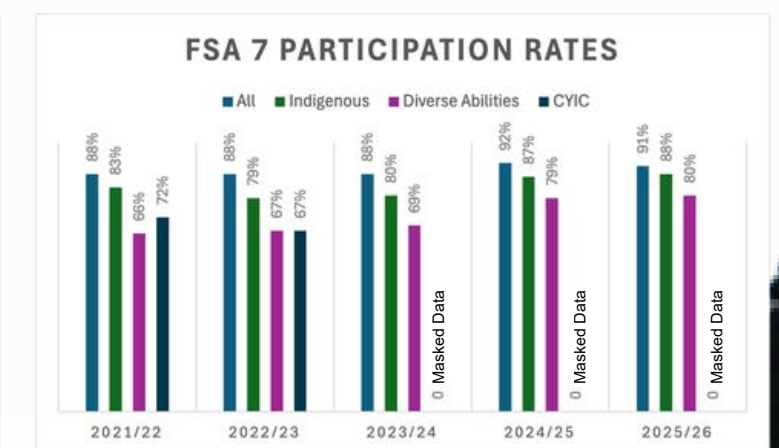
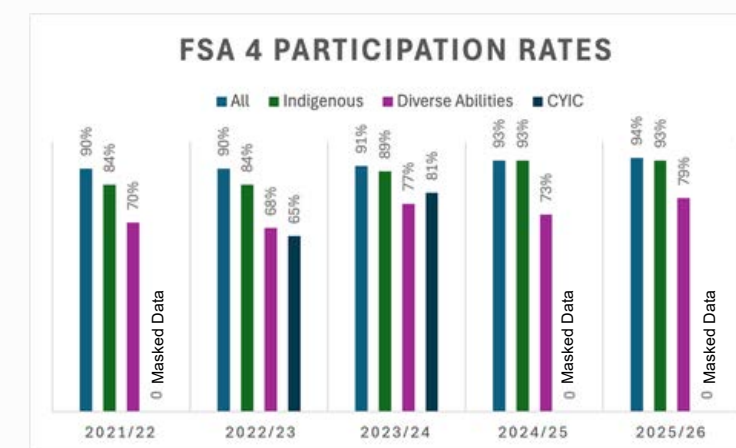
- Grade 10 Numeracy continues to be a challenge at district and provincial levels; we had masked scores for 2025.
- NOTE: 2025/26 data is not yet available.



Grade 7 Highlights



- FSA 7 Numeracy overall is plateaued however, we see our Indigenous achievement is better than the provincial achievement for the first time in 5 years.



Summary

Numeracy results in Chilliwack show a promising trend. The achievement gap has widened in grade 4 results, with the district now 9 percentage points ahead of the province; for the first time, our grade 7 results are on par with the province.

More detailed information is available on the provincial Student Success website: [Student Success](#)



NUMERACY: Local Data

Table 7 - SNAP Numeracy Assessment (Proficiency Percentage)

2025/2026	Number Sense %	Operations %	n writers NS/Op
Grade 2 All	67	68	1031
Grade 2 Indigenous	58	57	162
Grade 2 Diverse Abilities	48	48	127
Grade 2 CYIC	46	31	13
Grade 3 All	68	66	1127
Grade 3 Indigenous	58	55	201
Grade 3 Diverse Abilities	47	48	149
Grade 3 CYIC	36	58	12
Grade 4 All	60	63	1180
Grade 4 Indigenous	49	52	206
Grade 4 Diverse Abilities	36	37	218
Grade 4 CYIC	9	0	11
Grade 5 All	64	65	1123
Grade 5 Indigenous	48	48	203
Grade 5 Diverse Abilities	41	39	266
Grade 5 CYIC	54	46	13
Grade 6 All	55	61	1083
Grade 6 Indigenous	49	49	171
Grade 6 Diverse Abilities	36	39	243
Grade 6 CYIC	47	33	15
Grade 7 All	59	49	1026
Grade 7 Indigenous	41	36	192
Grade 7 Diverse Abilities	35	24	241
Grade 7 CYIC	44	22	9



Family Numeracy Night

To strengthen student numeracy and fact fluency, educators at McCammon Elementary are involving families through math games, home contests, and Family Numeracy Night. Throughout the year, families learned about fact fluency, math myths, and how to support numeracy at home. Building on McCammon's success, other schools in the district are also hosting Family Numeracy Night for their school communities. Learn more: [Families are Partners in Numeracy at McCammon | Chilliwack School District #33](#)



A deeper look at the numeracy data reveals two persistent challenges: chronic absenteeism and student class complexity. The SD33 Bridge project is developing an attendance initiative (see more on page 12).

Table 8a - SNAP Number Sense (% Applying and Extending)

Grade	June 2022	June 2023	June 2024	June 2025	June 2026
Grade 2	68	63	63	63	67
Grade 3	64	65	59	59	68
Grade 4	63	59	62	62	60
Grade 5	60	61	52	52	64
Grade 6	49	49	45	45	55
Grade 7	55	45	54	54	59

Table 8b - SNAP Operations (% Applying and Extending)

Grade	June 2022	June 2023	June 2024	June 2025	June 2026
Grade 2	71	71	69	68	68
Grade 3	64	62	61	65	66
Grade 4	57	56	60	59	63
Grade 5	61	63	57	60	65
Grade 6	56	56	57	53	61
Grade 7	60	53	54	52	49

NUMERACY: Reflect and Adjust



Numeracy Big Ideas:

2022-2023	→	Relationship Building; FSA With Care; Numeracy Residencies
2023-2024	→	FSA With Care; River SNAP, Alignment of Assessment and Instruction; Elementary Numeracy Collaboration Project
2024-2025	→	FSA With Care; Elementary Numeracy Collaboration Project; Forest SNAP; Fact Fluency; Middle School Residencies
2025-2026	→	Elementary Numeracy Collaboration Project; Fact Fluency Assessment; New Teacher Support (or new to grade); Middle School Residencies
2026-2027	→	Mountain SNAP; Fact Fluency Assessment ; New Teacher Support (or new to grade); Carole Fullerton in Middle School; Learning Rounds in Elementary (classroom demos)



Chilliwack
School District

NUMERACY: Reflect and Adjust



STRATEGIC PLAN PRIORITY: STUDENT SUCCESS		STRATEGIC PLAN OBJECTIVE: IMPROVE NUMERACY RESULTS	
Strategy	Area for Growth	Strategy Effectiveness	Adjustment and Adaptations (Our District Will...)
K-grade 8 Response to Instruction and Intervention (RTI ²)	- Parallel the concepts of RTI2 in literacy to numeracy and support schools with numeracy goals. - Support non-enrolling staff with intervention strategies.	- Common understanding and collaboration between schools - Data-Driven Decisions: Building understanding of Tier 1 and 2 assessment and instruction	- Expand RTI² and embed it in the Family of Schools (FOS). - Collaboration between schools and the Curriculum Department, Indigenous Education and Student Services.
Middle School Numeracy Collaboration Project Carole Fullerton will be supporting our middle school teachers.	- Supporting schools with numeracy goals. - Identify demonstration classrooms for high-quality Tier 1 instructional strategies and routines. Highlight number fact fluency routines.	- Collaboration on progress monitoring and planning for instruction and intervention. - Support for students transitioning from school to school.	- Using data, we will be intentional and nimble in supporting students and teachers across the district, particularly our priority learners. - Ensure collaborative structures are maximized by teachers to plan for student success.
Secondary cross-curricular professional learning with Dr. Leyton Schnellert LAT Training and Collaboration	- Pressure to teach a significant amount of content in secondary classes. - Secondary teachers notice common teaching challenges (executive function skills, foundational numeracy skills, etc.) but work in silos without a common language across subject areas.	- Collaboration is enhanced, and a culture of teamwork is fostered through co-planning and problem-solving - Teachers learn to anchor abstract lessons to central themes or authentic, real-world projects. This helps students apply skills in multiple contexts rather than learning topics in isolation	- Aligning Dr. Leyton Schnellert's sessions with learning for non-enrolling teachers. - We will further evaluate the impact of non-enrolling teachers on student learning in the next school year.
Mountain SNAP	Supporting teachers to design problem-solving experiences that are connected to place, story, cultural practices and perspectives relevant to the Stól:ō community and culture	- Develop a sense of how mathematics helps us understand ourselves and the world around us (e.g., daily activities, local and traditional practices, the environment) - Pose and solve problems or ask questions connected to place, stories, and cultural practices.	Ensure that Mountain SNAP aligns with River and Forest SNAP and responds to student needs and the competencies outlined in the BC Curriculum.



HUMAN AND SOCIAL: Provincial Data

Educational Outcome 3 - Feel Welcome, Safe and Connected

Mental Health in Schools Alignment Matrix

Our district uses several assessments to gather data on where we are successful and where we need deeper focus. These assessments include the Middle Development Index (MDI) (grades 5 & 8), Youth Development Index (YDI) (grades 9-12), and the Student Learning Survey (grades 4, 7, 10, and 12). While our results have improved, our scores remain low for Belonging (41%), Adult Connection (58%), School Climate (28%), and Self-Esteem (55%). A dedicated district team has developed the [Mental Health in Schools Strategy](#) (MHSS) to establish a common framework for supporting well-being across the district. The district introduced this Strategy in the 2025/26 school year.

To support implementation, the team identified the need to align school growth planning with both the District Strategic Plan and the MHSS Strategy. As a result, district leadership revised the Continuous School Improvement document and developed a School Growth Plan Resource document. These resources provide schools with a menu of evidence-informed actions aligned to the four goals of our Strategic Plan. We intentionally embedded Mental Health in Schools actions throughout each goal area, giving schools practical options to advance school improvement while aligning with district priorities and the MHIS Strategy.

The Mental Health in Schools Strategy directly addresses identified needs through its three priority areas. *See the table for examples. View the [MHSS](#) to see all Priority Areas.*



FESL Need Identified	Evidence from FESL	Mental Health Strategy Response
Attendance and engagement concerns	The Bridge Team was overwhelmed with demand and identified attendance and engagement as serious district issues. Literacy data also identifies chronic absenteeism as a persistent challenge.	Priority Area 1 includes a goal to increase student attendance by aligning Tier 1-3 attendance support processes across schools and district services.
Need for better access to tiered supports	FESL explicitly identifies a need to improve communication and access to tiered supports for student well-being at school, district and community levels.	Priority Area 1 focuses on improving communication about and access to tiered supports and ensuring educators know which Tier 2 and 3 supports are available.
Students with complex needs require coordinated supports	FESL discusses increasing complexity, demand for integrated care, and the need for multi-agency interventions.	Priority Area 1 includes goals to strengthen collaboration with community partners and improve family-school-district planning.
Need for safe, inclusive school environments	FESL calls for safe, inclusive, supportive school environments and raises concerns about school climate. Grade 8 MDI results showed that only 22% reported a positive school climate.	Priority Area 2 directly focuses on fostering safe, inclusive and supportive learning environments.
Belonging and connection	Student Learning Survey results show that belonging is improving but still requires attention, especially among priority learners.	The Mental Health Strategy vision emphasizes environments where everyone feels safe, supported, and valued . Priority Area 2 includes engaging diverse student voices and expanding participation opportunities.
Supports for students with disabilities	FESL highlights achievement and inclusion gaps for students with diverse abilities across outcomes.	Priority Area 2 includes a specific goal to create opportunities for students with disabilities to participate in diverse activities during and after school.

Excerpt



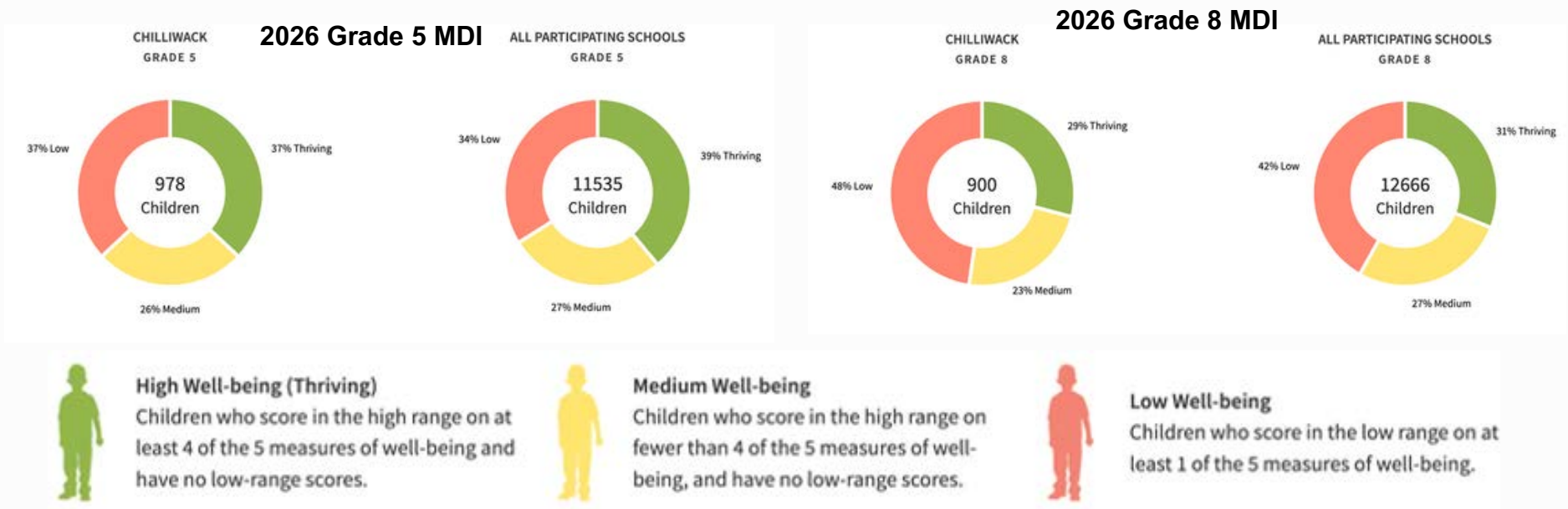
Indigenous Leadership 10



Students are finding connection, confidence, and belonging at Chilliwack schools with courses such as Indigenous Leadership 10. Created in collaboration with students, the course strongly emphasizes personal and cultural identity. It's rooted in cultural revitalization, including language, traditional governance structures, and community engagement. In its first year, there were 17 students. For the 2025-26 school year, the course was full - with 30 students and a waitlist. Learn more: [Students Find Connection with Indigenous Leadership 10 | Chilliwack School District #33.](#)

HUMAN AND SOCIAL: Local Data

Well Being Index



Adult Relationships (at school, in the neighbourhood, at home):



- Grade 5 - 78% (All Participants 82%)
- Grade 8 - 68% (All Participants 72%)

School Climate:

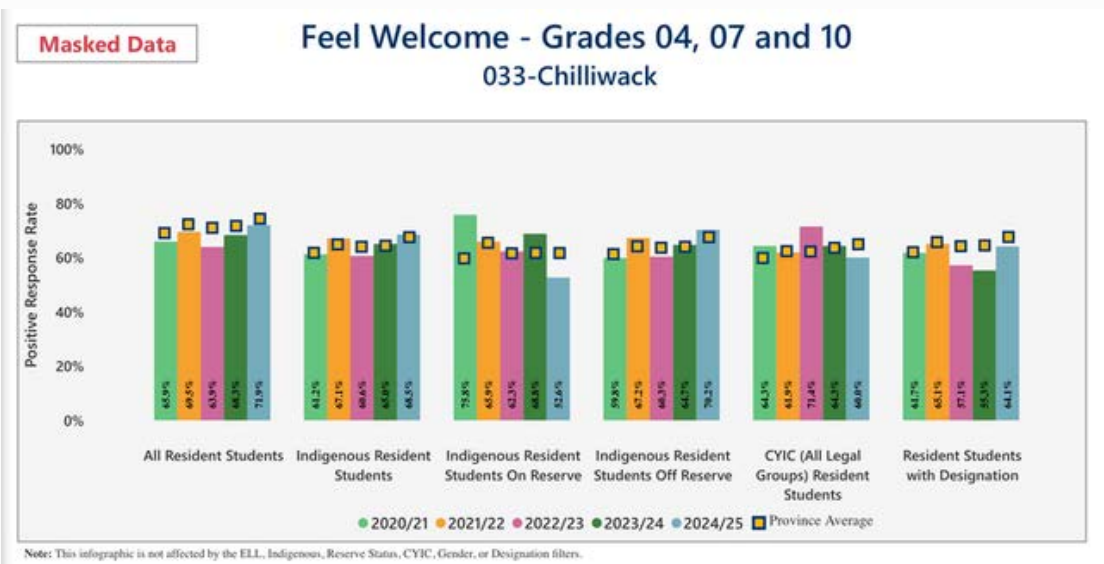


- This area continues to be a concern, with only 28% of Grade 8 students reporting a positive school climate in 2025/26 - up slightly from 22% in 2024/25

Sense of Belonging at School:



- Increased marginally, from 36% in 2025 to 41% in 2026. This is encouraging; however, continued attention is needed to deepen inclusive school practices and strengthen peer connections.

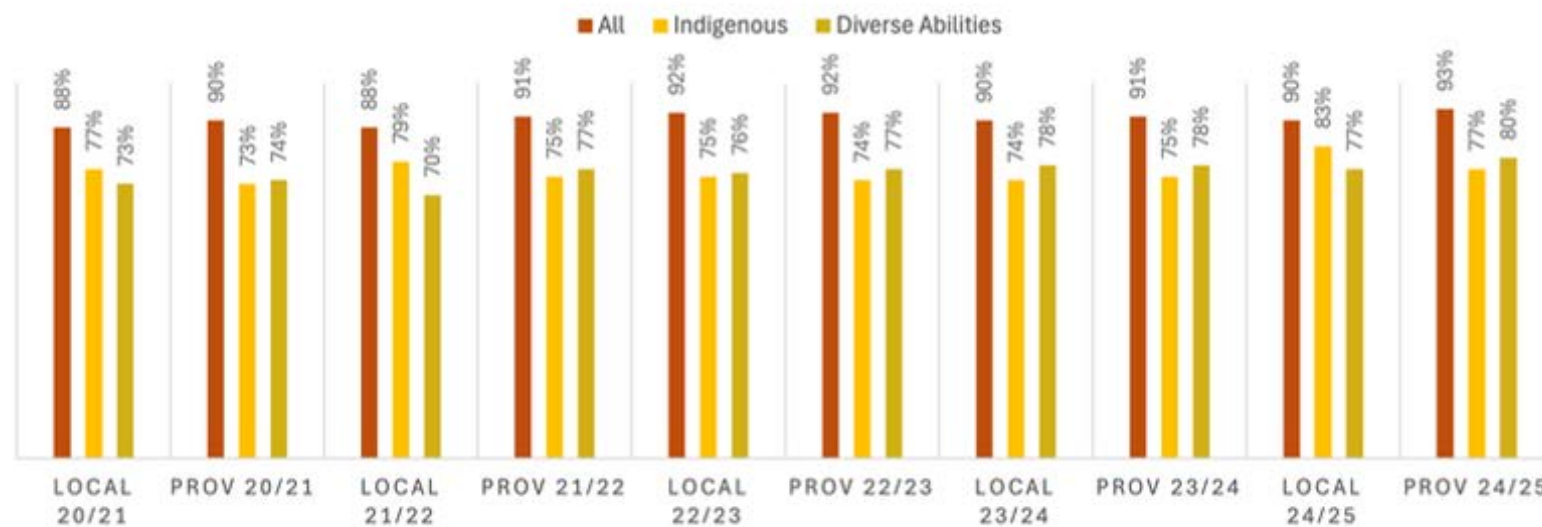


Page 14

CAREER DEVELOPMENT (TRANSITIONS): Provincial Data

Educational Outcome 4 - Graduation

COMPLETION (6 YEAR) RATES LOCAL/PROV. 2020/2021 - 2024/2025

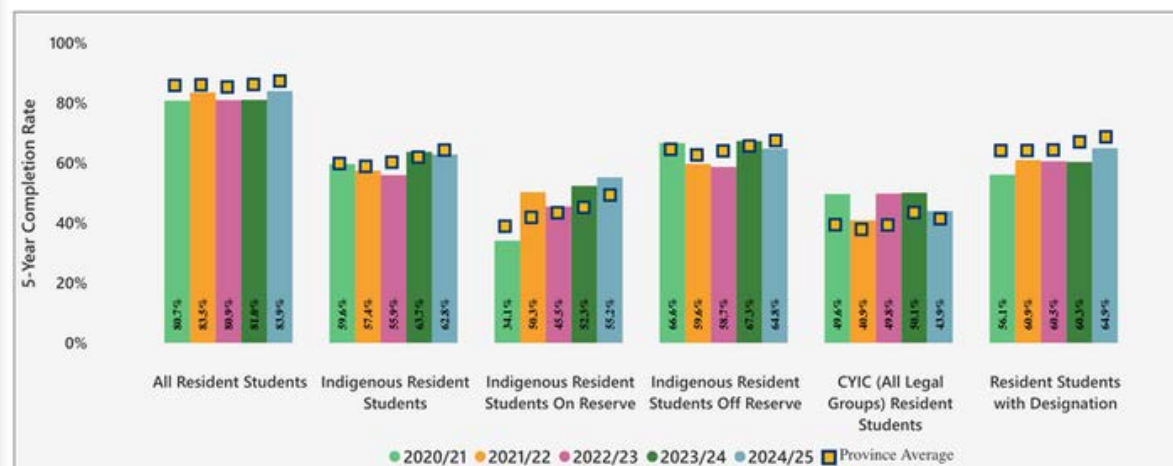


Note: Ministry reports include both five-year and six-year completion rates. The five-year rate disaggregates results by CYIC and Indigenous On- and Off-Reserve. These data are in the Appendix (pg 23).

- Overall completion remains strong for BC resident students. The 6-year completion rate for BC resident students stayed between 88% and 92% over the five years, with the most recent two years holding steady at 90%.
- Indigenous student outcomes show improvement in the 6-year rate. The 6-year completion rate for Indigenous students increased to 83% in 2024/25, the highest rate shown in the table and a notable improvement from 74% in 2023/24.
- Students with diverse abilities show gradual improvement in the 5-year rate. The 5-year completion rate increased from 56% in 2020/21 to 65% in 2024/25, suggesting positive movement over time.
- Significant gaps remain between overall BC resident completion rates and priority student groups. The 2024/25 5-year rate was 84% for BC resident students, compared with 63% for Indigenous students, 65% for students with diverse abilities, and 44% for children and youth in care.
- Children and Youth in Care continue to require focused attention. This group had the lowest 5-year completion rate in each year shown, with rates ranging from 41% to 50%.
- The difference between 5-year and 6-year completion rates suggests the value of extended time and continued support. Several student groups show stronger outcomes on the 6-year measure, suggesting that sustained support beyond the standard timeline may help more students meet graduation requirements.

Masked Data

Dogwood 033-Chilliwack



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Summary

Overall, our graduation rates have remained steady at 90%, just behind the provincial average. On a positive note, Chilliwack's Indigenous graduation results have climbed to 83%, up from 75%, and 6 points above the provincial average.

CAREER DEVELOPMENT: Reflect and Adjust



STRATEGIC PLAN PRIORITY: TRANSITIONS (CAREER DEVELOPMENT)		STRATEGIC PLAN OBJECTIVE: INCREASE GRADUATION RATES FOR PRIORITY LEARNERS	
Strategy	Area for Growth	Strategy Effectiveness	Adjustment and Adaptations (Our District Will...)
Grad Coaches for Indigenous Students: Dedicated staff to support and coach students in their graduation years (10 - 12).	Grad Coaches: We have a gap in achievement and graduation success between all students and students with Indigenous ancestry. We believe hiring Grad Coaches to support our students through secondary school can help close the gap.	Grad Coaches: A review of our Grad Coach strategy's impact shows positive results. One area that isn't working as well is how we staff the position. For instance, we have twice as many students with Indigeneity at Chilliwack Secondary School as at our other large secondary schools, but staffing levels are currently equal.	Grad Coaches: Continue training and supporting grad coaches, and conduct a staffing review to improve equitable access for our students.
Learning Centre: A space located near the downtown retail core area of Chilliwack, allowing for school district staff to support and reintegrate disengaged youth in school.	Learning Centre: Too many students in our district are not attending school, which negatively impacts their ability to graduate on time or at all. We anticipate that creating this new facility will help us intervene with more students.	Learning Centre: The Centre effectively supported students who were not attending school. The Centre supported more than 100 students directly this past year, housed the middle school Bridge Program , our Secondary Bridge Attendance Program and provided space for multiple community partners.	Learning Centre: This year, the Learning Centre will focus on improving documentation and planning supports for students who are struggling to attend traditional school. Adapting to the staffing complement (Resource teacher & Counsellor) will help provide wraparound supports. The Centre is also building community partnerships and operating as a mini-Foundry. Additionally, we will have a staff member working throughout the summer to support students struggling to attend.
NITEP (Indigenous Teacher Education Program) Field Center partnership between Skwah FN, UBC and SD33.	The school system does not have enough teachers with Indigenous ancestry. This program has 60 seats to target potential teachers and help address this under-representation.	NITEP: The program will start this September. We believe this will be a well-attended and well-resourced program. It is well situated at Skwah FN in the Centre of Chilliwack, and is run through the University of British Columbia.	NITEP: No adjustments yet, as this is a new initiative.



New Learning Centre



In September 2025, the Chilliwack School District Learning Centre opened. The Centre serves students for whom the district's traditional school environments don't work. In the first few months after it opened, the Learning Centre provided over 50 non-attending students with a path to graduation. By mid-year, half of those students were regularly attending. Learn more: [Learning Centre Brings Students Back to Campus | Chilliwack School District #33](#).



LOOKING FORWARD: Five Lessons from Year One of the Strategic Plan



1. Our improvement efforts are producing measurable gains in literacy and numeracy.

- Students continue to demonstrate strong achievement in literacy and improving performance in numeracy. Grade 4 literacy remains above provincial levels, and Grade 7 literacy has improved. Local assessment data show that many students continue to make year-over-year gains as they progress through the system.

2. Achievement gaps are narrowing in some areas, but significant disparities remain.

- For the first time, Grade 4 literacy results for Indigenous students reached near parity with all students. Indigenous graduation rates also increased significantly. At the same time, achievement gaps remain for students with diverse abilities, Children and Youth in Care, and some Indigenous learner groups. This trend is most noticeable at grade 7. Closing these gaps remains a district priority.

3. Attendance has emerged as one of the most significant barriers to student success.

- Across literacy, numeracy, wellness, and graduation outcomes, chronic absenteeism repeatedly appears as a common challenge. The district's future work will increasingly focus on strengthening attendance supports, early intervention, and coordinated responses between schools, families, and community partners.

4. Student well-being, belonging, and connection remain critical areas for growth.

- While student belonging has improved, district data indicate ongoing concerns regarding school climate, adult connections, and overall student well-being. Implementing the Mental Health in Schools Strategy provides a coordinated framework to address these needs and strengthen supportive learning environments across the system.

5. Sustainable improvement requires strong instructional systems and collaboration.

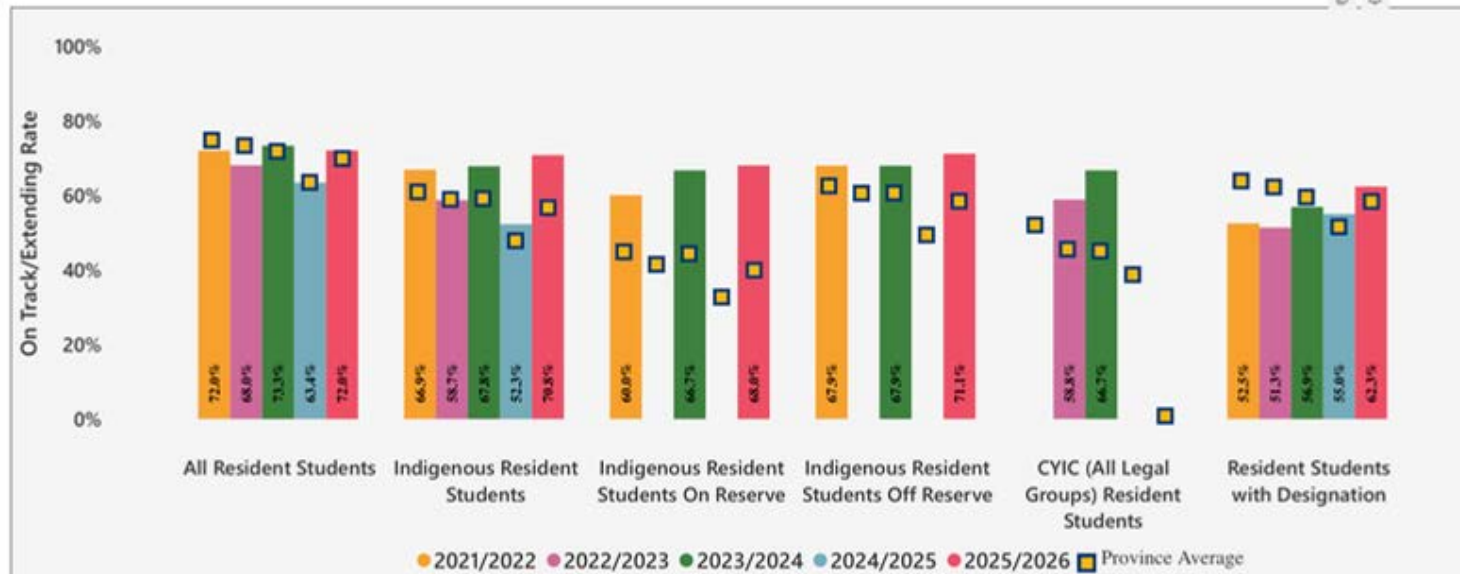
- The district's continued emphasis on Response to Instruction and Intervention (RTI), professional learning, collaborative inquiry, Indigenous education, and cross-department partnerships is helping create more coherent and responsive supports for students. Future gains will depend on strengthening these systems and ensuring every learner receives timely support and high-quality instruction.



APPENDIX

Masked Data

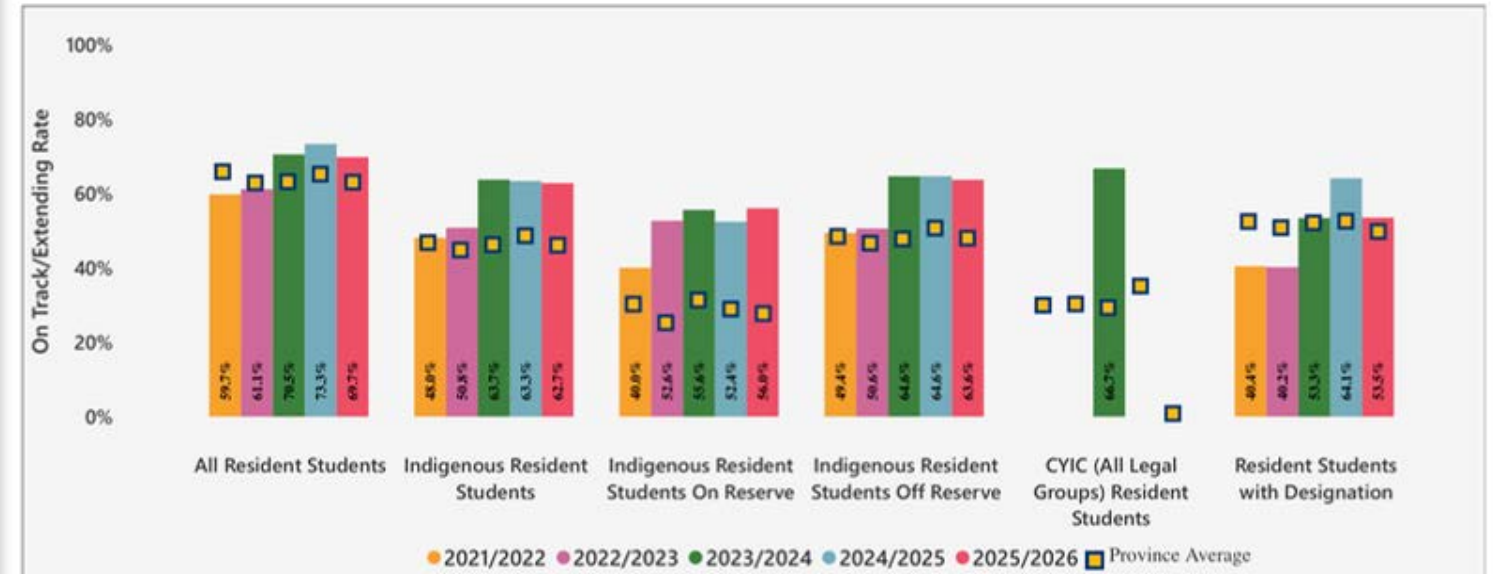
Grade 04 Literacy 033-Chilliwack



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Masked Data

Grade 04 Numeracy 033-Chilliwack

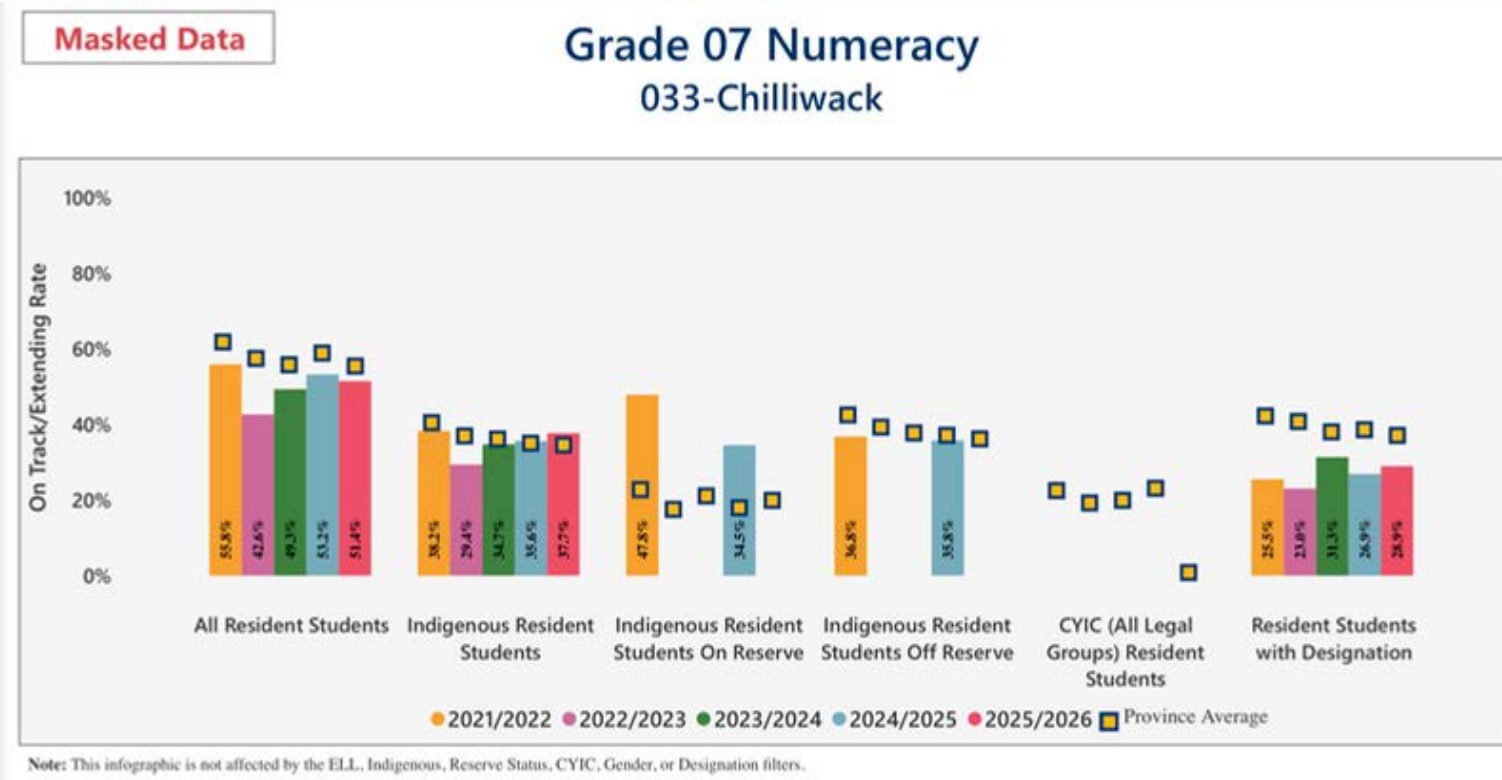
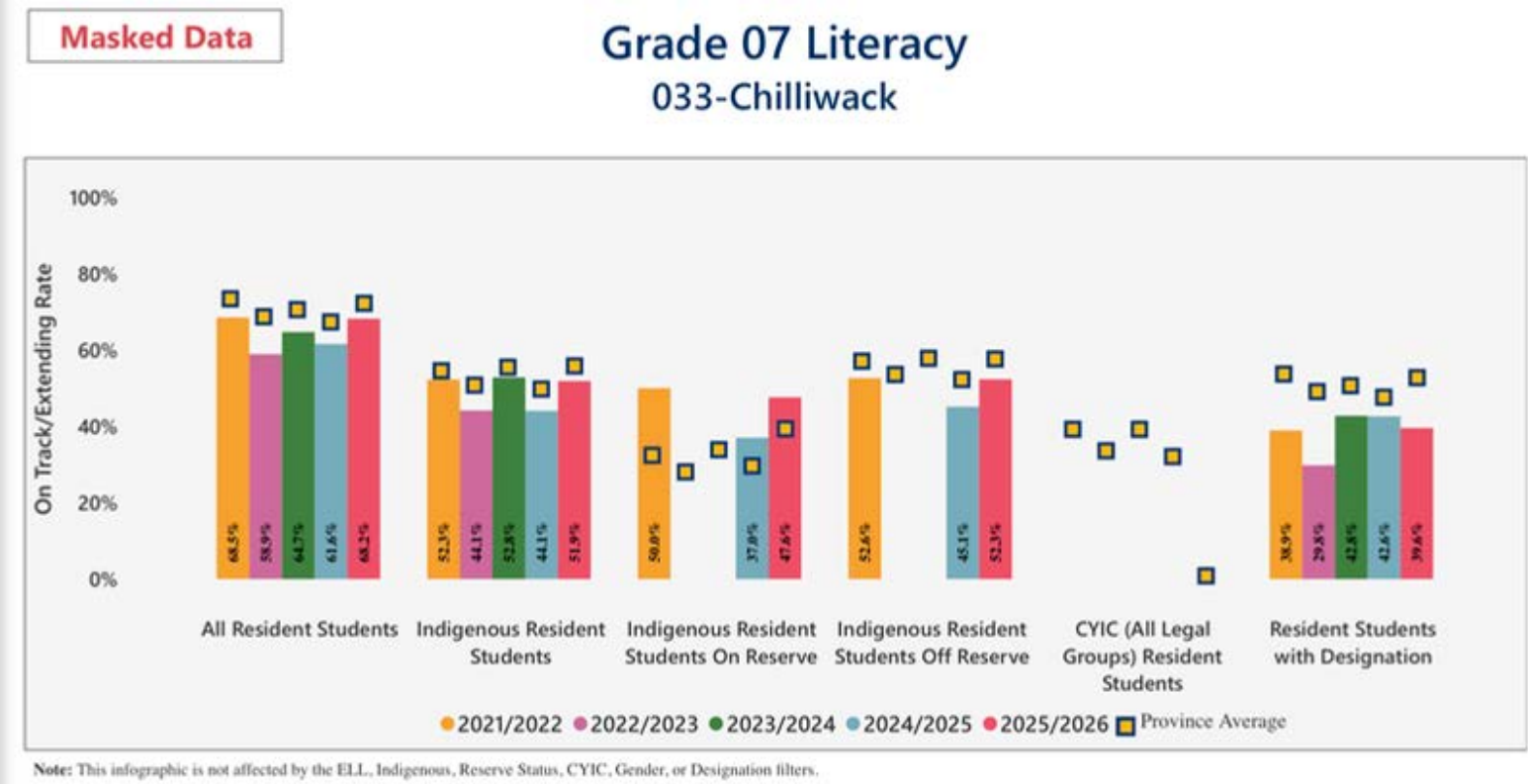


Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Table 1b - PM Benchmark Reading Assessment: % On Track*

2025/2026	Spring %	n(Spring)
Grade 5 All	82	1104
Grade 5 Indigenous	74	205
Grade 5 Diverse Ability	58	269
Grade 5 CYIC	60	15
Grade 6 All	84	1080
Grade 6 Indigenous	82	183
Grade 6 Diverse Ability	64	254
Grade 6 CYIC	69	15
Grade 7 All	85	1058
Grade 7 Indigenous	82	209
Grade 7 Diverse Ability	71	285
Grade 7 CYIC	50	13
Grade 8 All	86	1061
Grade 8 Indigenous	82	189
Grade 8 Diverse Ability	73	241
Grade 8 CYIC	80	14

APPENDIX



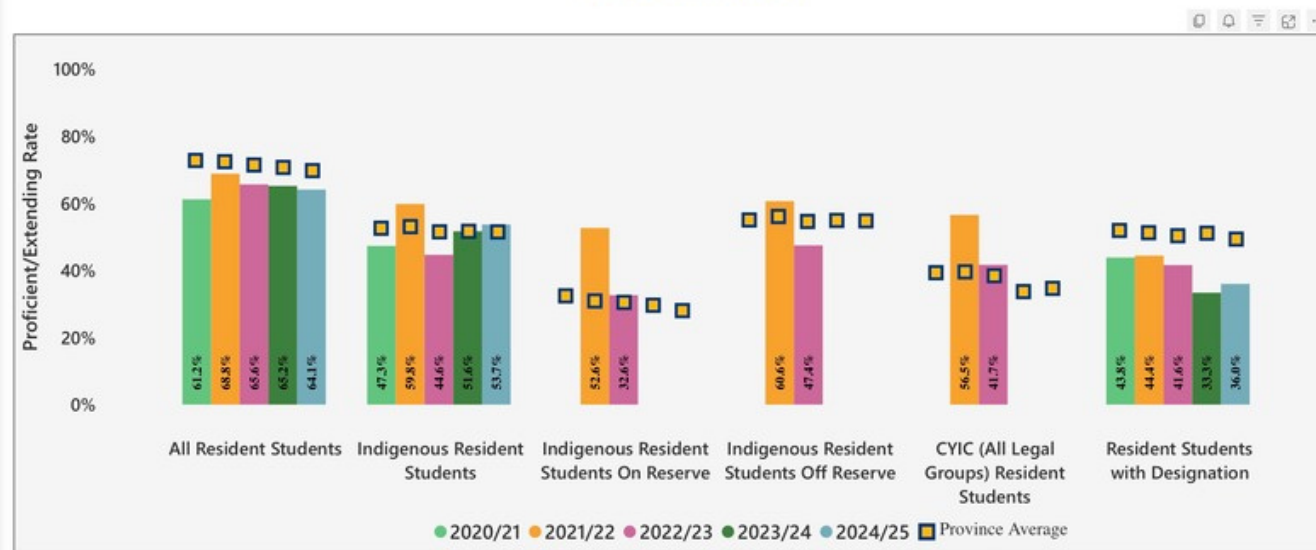
Provincial Literacy Assessments % On-Track/Extending ALL STUDENTS					
Grade	June 2022	June 2023	June 2024	June 2025	June 2026
Grade 4 Literacy	72	68	73	63	72
Grade 7 Literacy	69	59	65	62	69
Grade 10 Literacy	67	67	65	64	TBD

Provincial Numeracy Assessments % On-Track/Extending ALL STUDENTS					
Grade	June 2022	June 2023	June 2024	June 2025	June 2026
Grade 4 Numeracy	60	61	70	73	60
Grade 7 Numeracy	56	43	49	53	56
Grade 10 Numeracy	40	35	31	43	TBD

APPENDIX

Masked Data

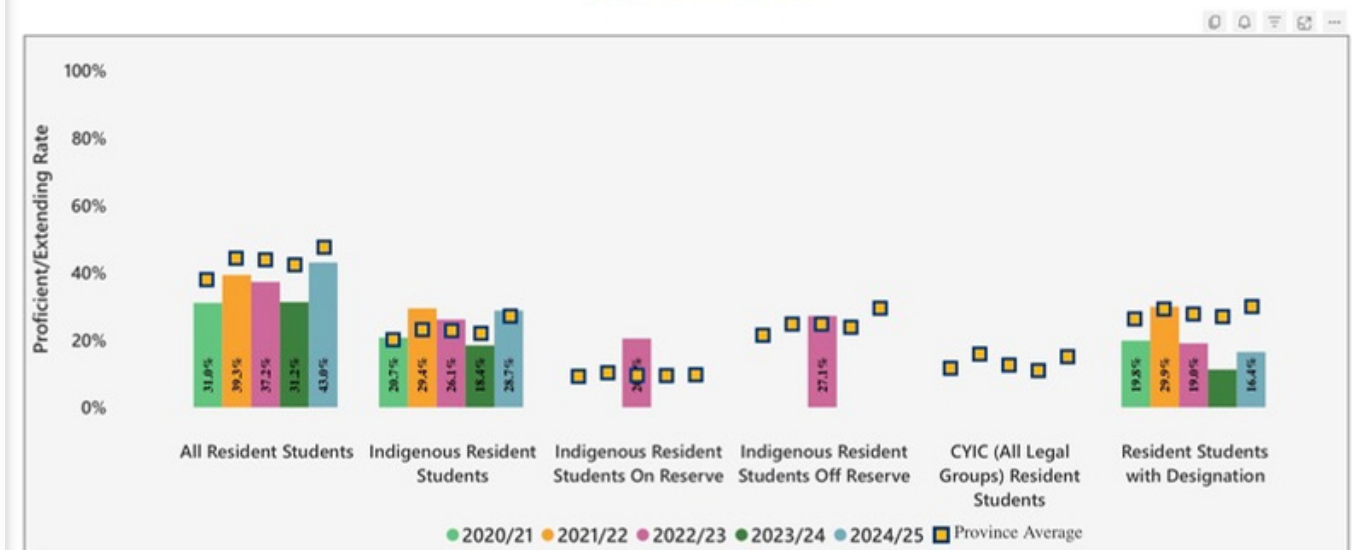
Grade 10 Literacy 033-Chilliwack



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

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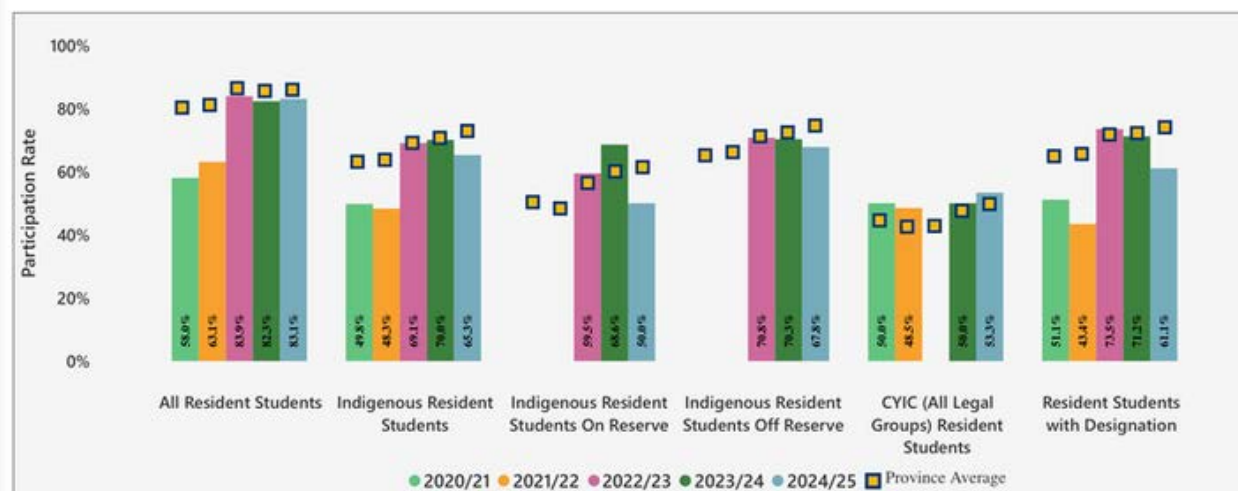
Grade 10 Numeracy 033-Chilliwack



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

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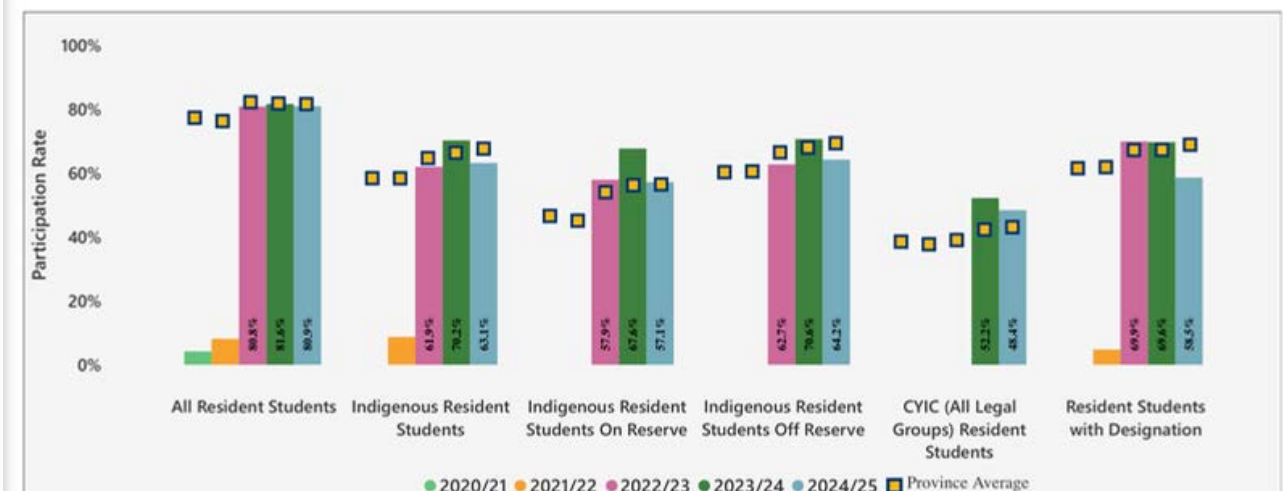
Grade 10 Literacy 033-Chilliwack



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

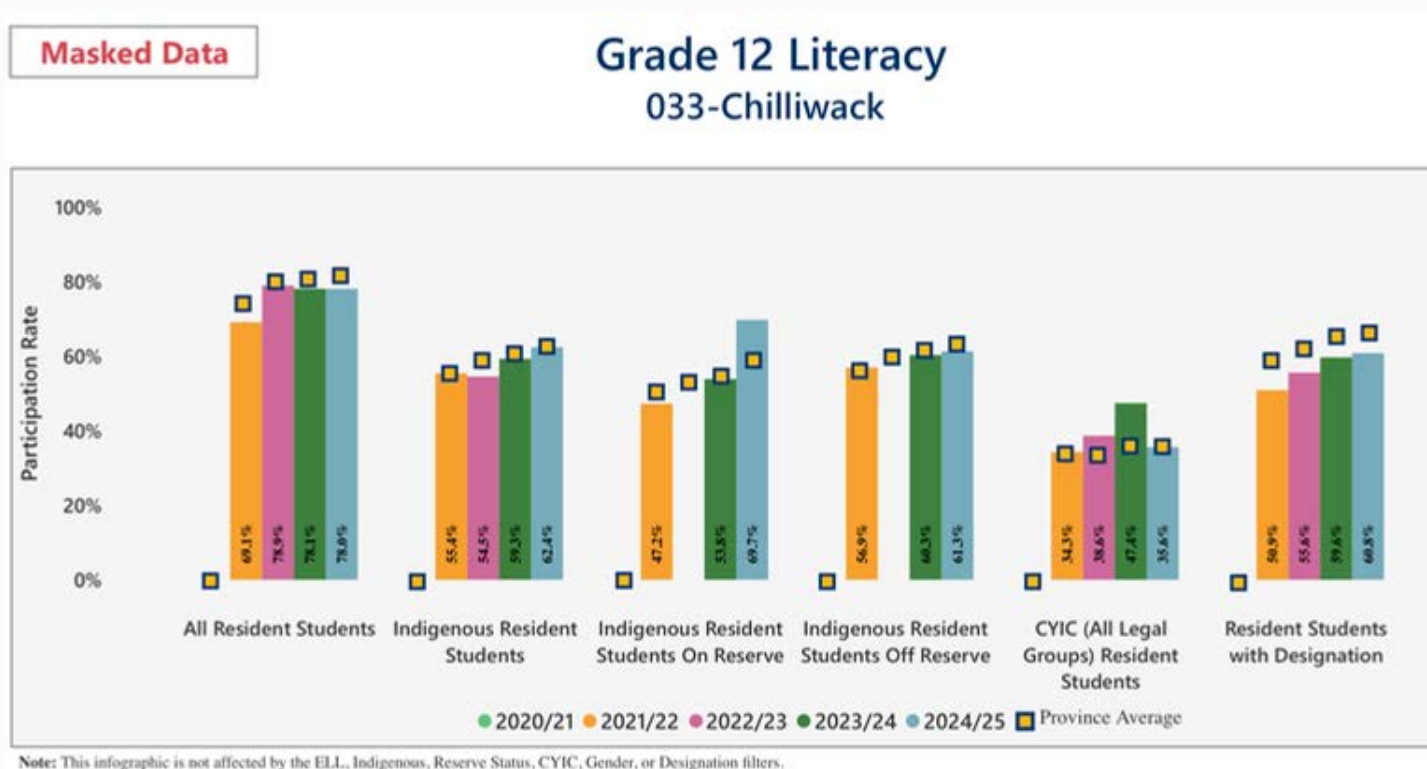
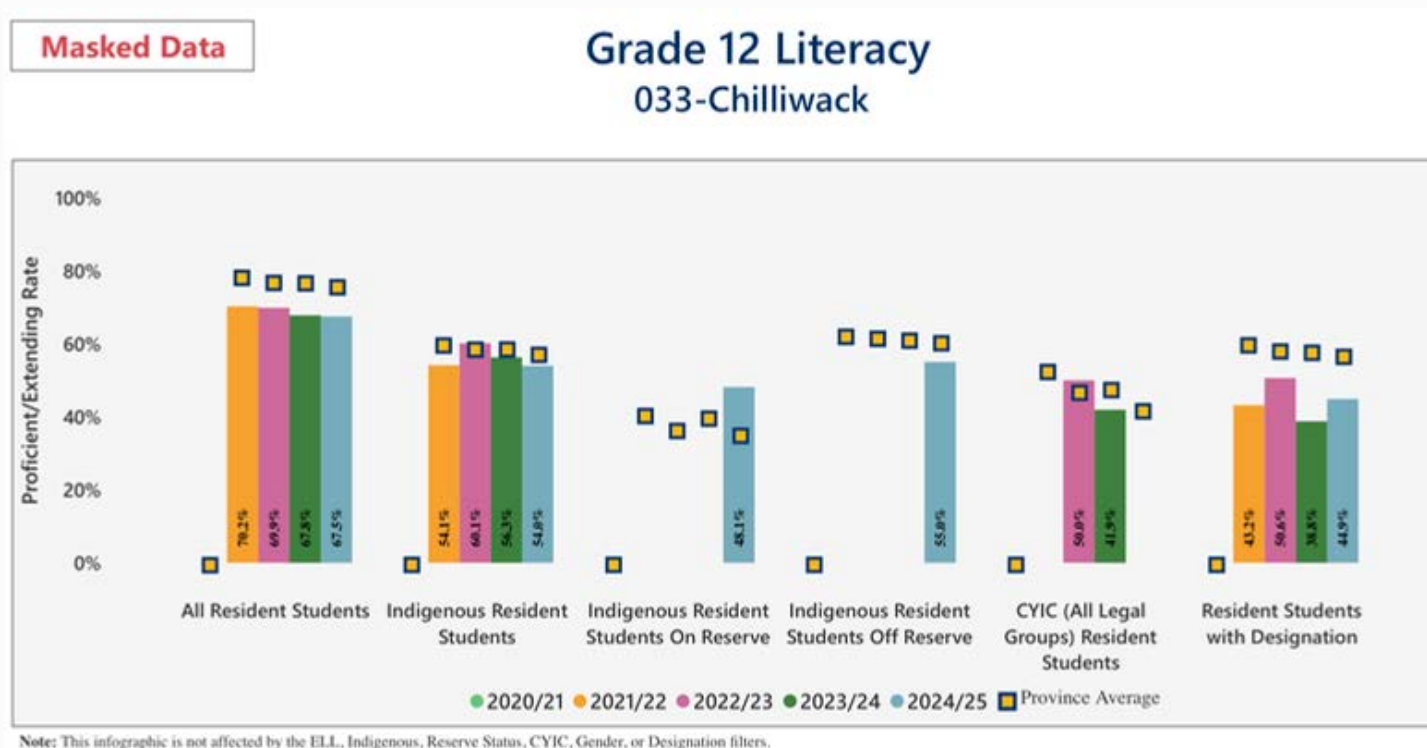
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Grade 10 Numeracy 033-Chilliwack



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

APPENDIX



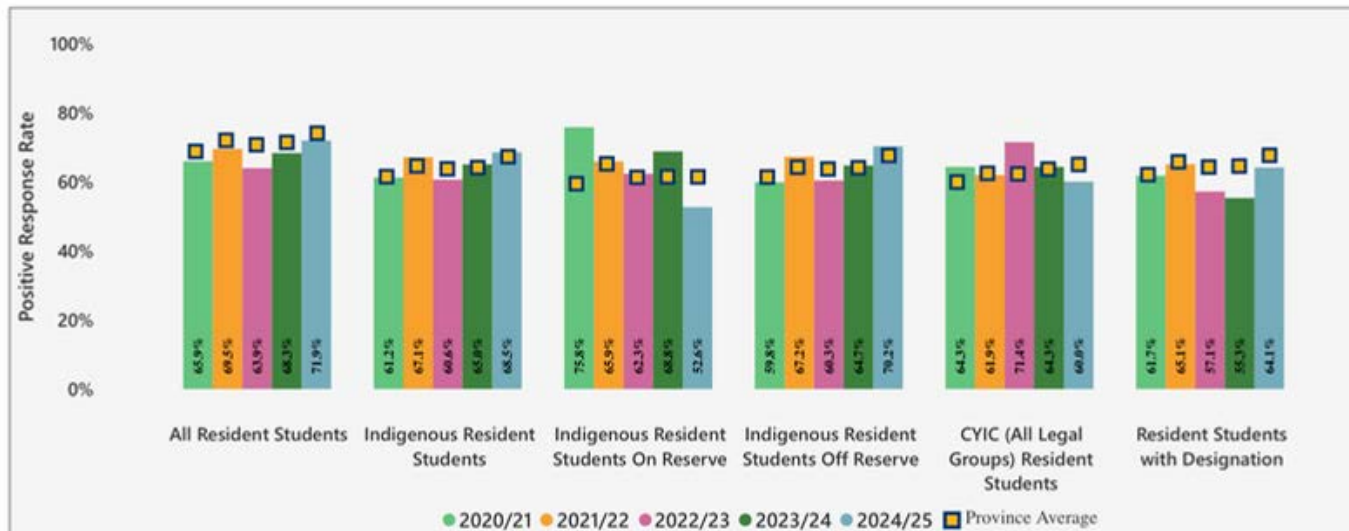
Middle Years Development Index (MDI): [Results](#)

APPENDIX

Masked Data

Feel Welcome - Grades 04, 07 and 10 033-Chilliwack

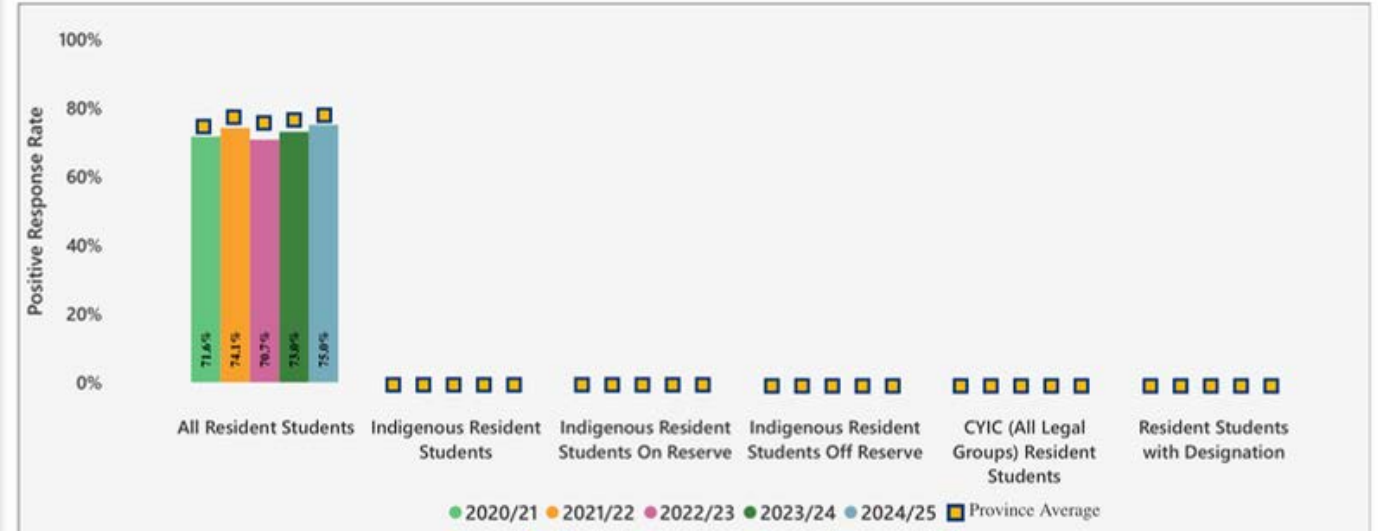
Explore



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Masked Data

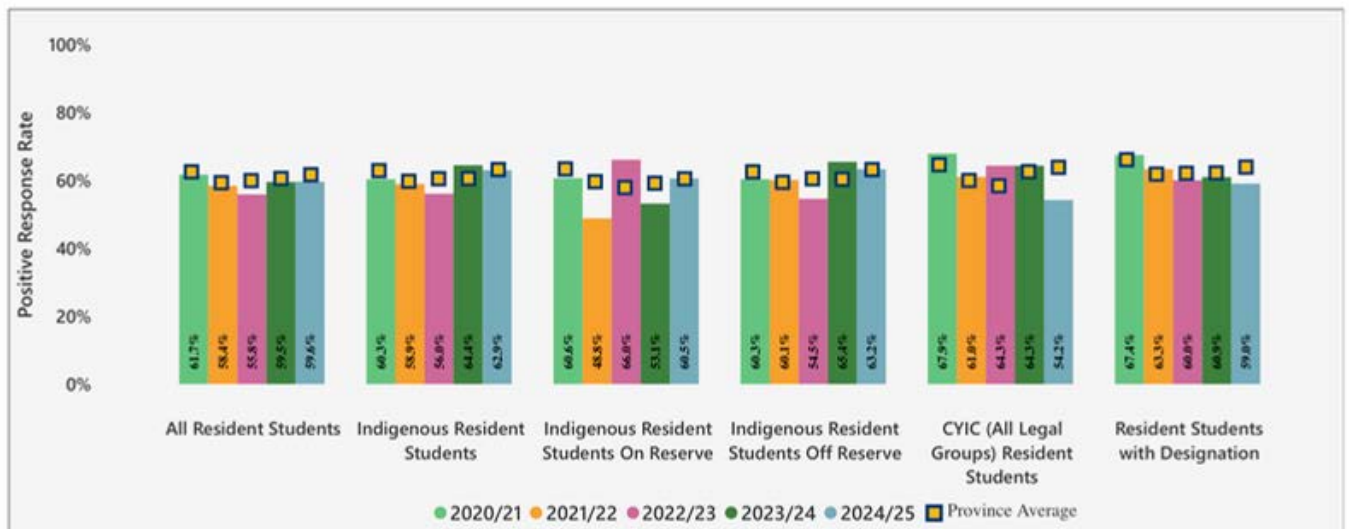
Feel Safe - Grades 04, 07 and 10 033-Chilliwack



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

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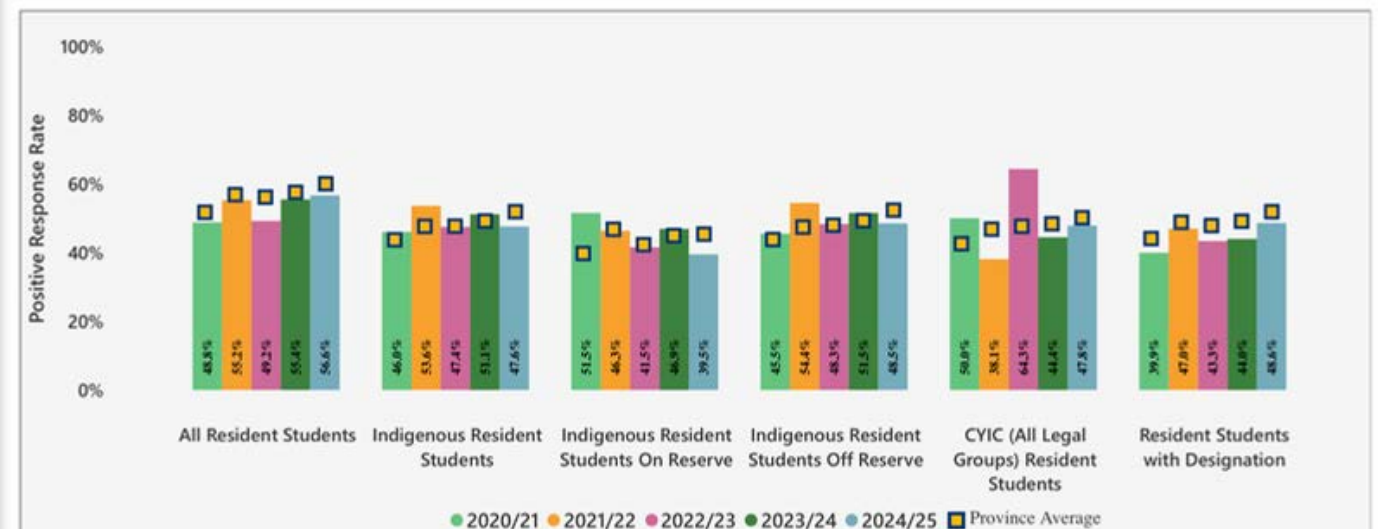
Adults Care - Grades 04, 07 and 10 033-Chilliwack



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Masked Data

School Belong - Grades 04, 07 and 10 033-Chilliwack



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

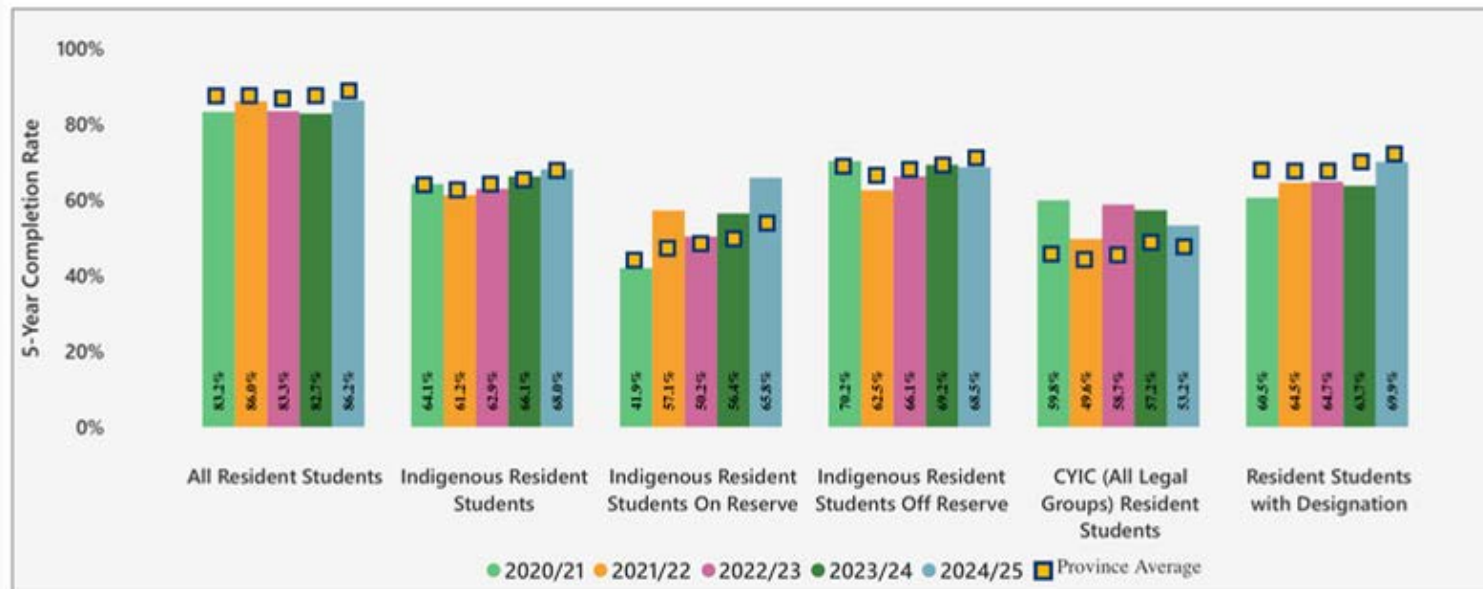
Middle Years Development Index (MDI): [Results](#)

APPENDIX

Career Development:

Masked Data

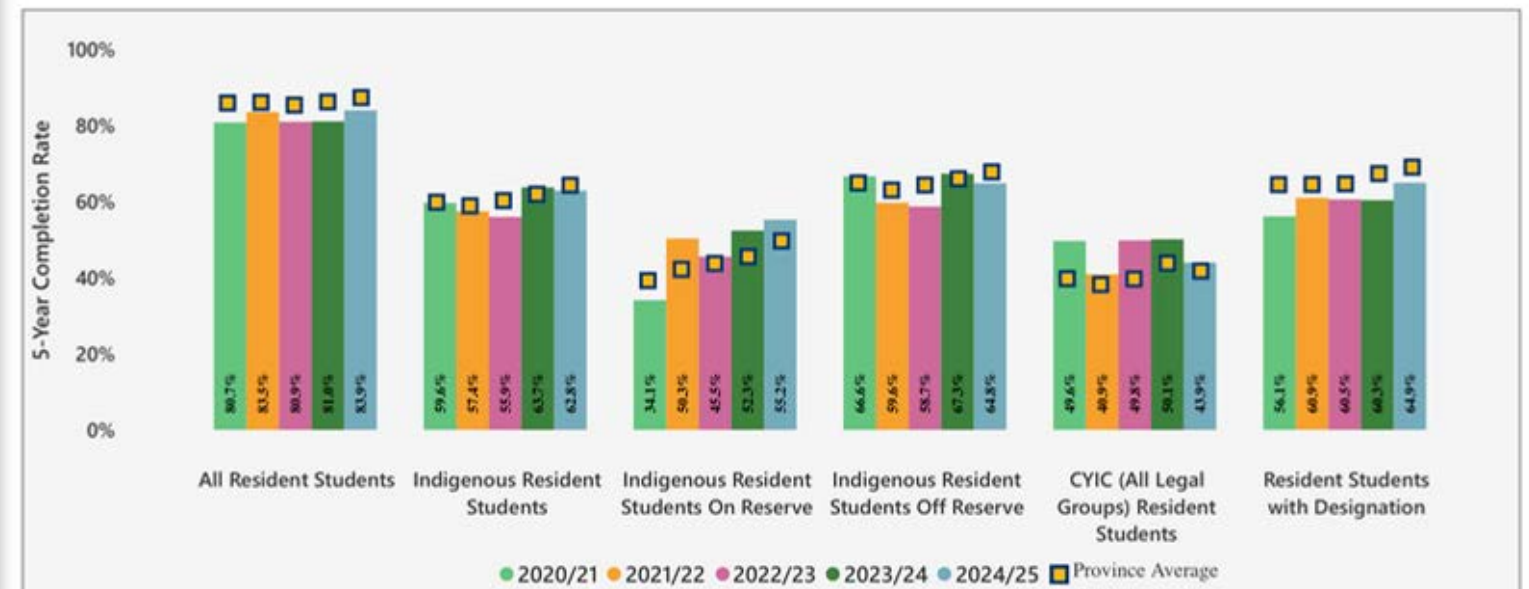
Dogwood and Adult Dogwood
033-Chilliwack



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Masked Data

Dogwood
033-Chilliwack



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

STUDENT LEARNING SURVEY
PARTICIPATION GRADES 4, 7 & 10
2021/22 - 2024/25

