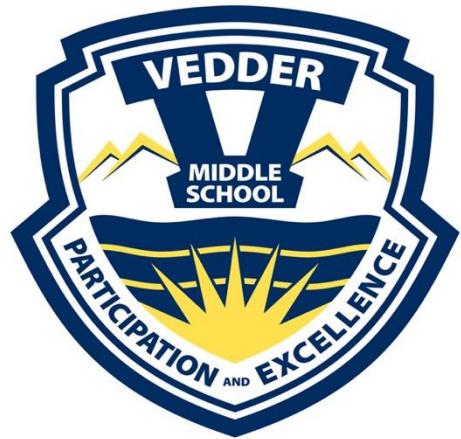




Tómiyeqw

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.



VEDDER MIDDLE 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.

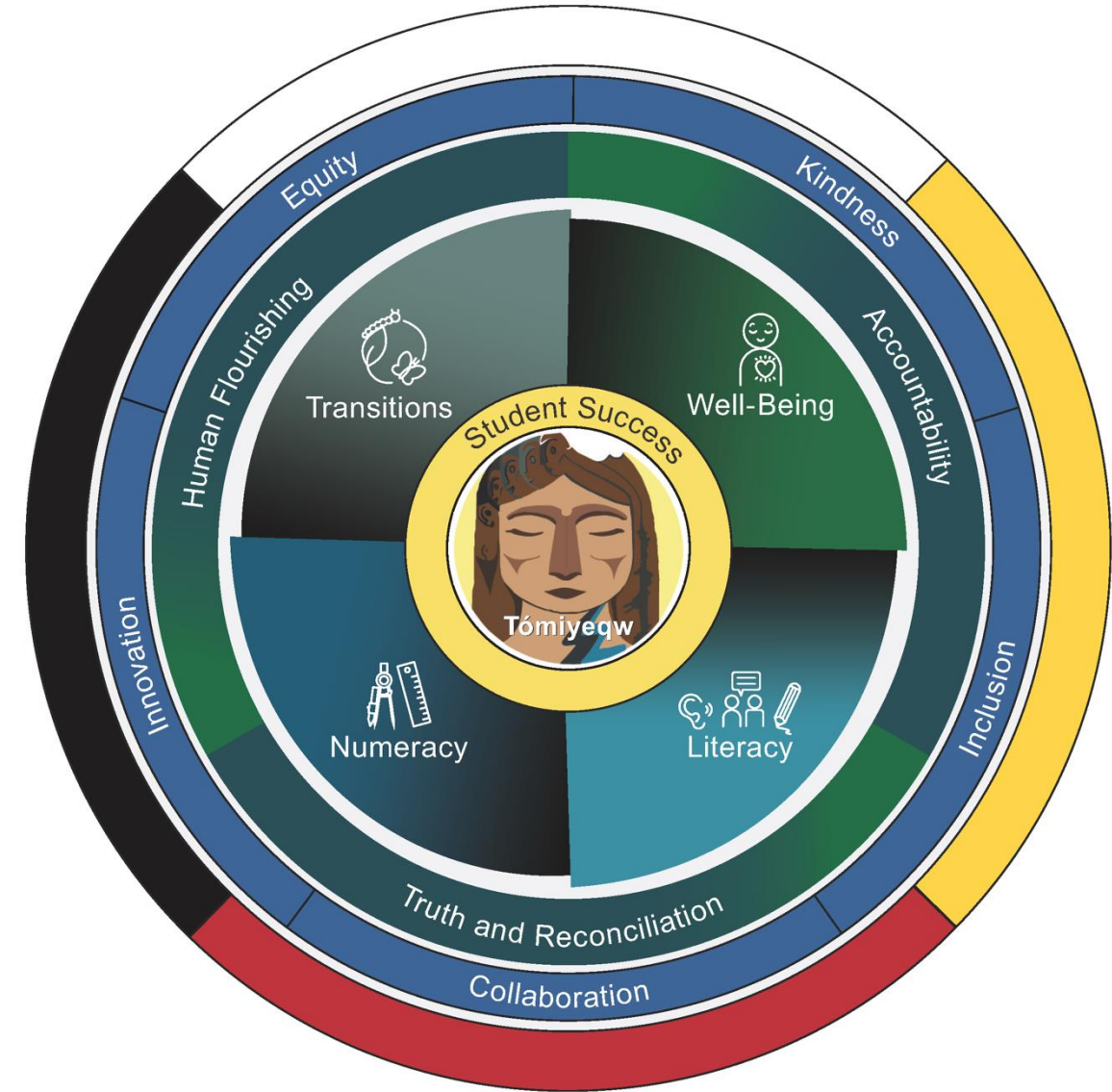
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

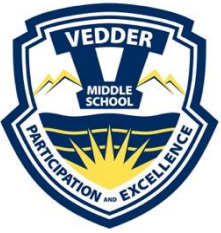
About the Framework

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

Enhance Literacy routines and strengthen Decoding, Comprehension, and Writing within the learning community.

Promote reading: through class and school wide initiatives.

- Reading beads/Literacy Month/district one-book, one-school
- Daily silent reading, Audio books to parallel book
- Interactive Literacy bulletin board
- Book tastings, Book talks, Public speaking practice, Author visits
- Budding reading between VMS class and elementary schools

Data-Driven Instruction: Use assessment data to guide classroom literacy instruction, with teams analyzing data and planning instruction accordingly during Support Time.

Targeted Interventions: Implement strength-based, meaningful, and responsive interventions by classroom and support teachers. Focused needs-based support (Decoding, Comprehension, Writing)

- In class small group instruction (Tier 1 and 2) and LAT Small Group (Tier 3)
- Targeted Tier 3 support – Rewards program, structured literacy, Guided reading, Small Group
- Literacy Leadership: Assign a Literacy Lead teacher
- Literacy support during student support time, Viper Skills

Instructional Planning: Develop plans that address student strengths and needs based on data, providing access points for all students.

- Create opportunities for staff to learn and implement Universal Design for Learning
- Continue connection with Curriculum Department on research-based literacy practices
- Direct and explicit instruction of new vocabulary specific to our unique teaching areas
- Consistent language across all classrooms
- Applying literacy skills from ELA to all core and exploratory classes
- Targeted Tier 1 Instructions – reading and understanding both written and oral
- T'xwelatse and other Indigenous stories as well as other cultural stories
- Work with Leyton Schnellert on Literacy routines
- Strategies after silent reading
 - Check-in questions, Share out, Build interest and excitement

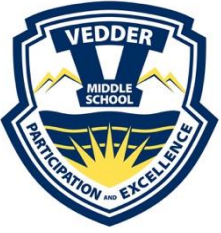
Resource and Training Support: Provide Offer training on small-group instructional strategies, Universal Design for Learning (UDL), and evidence-based Tier 1 and Tier 2 instruction and interventions.

School Measures

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

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.

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

Enhance numeracy routines and strengthen number sense within the learning community.

Numeracy Month: Each May students will take part in a number of different Numeracy related activities.

Data-Driven Planning: Analyze data in teams and plan instruction based on student strengths and needs during Support Time.

- **Math Club:** Numeracy support and enrichment during student support time.

Targeted Instructional Plans: Develop instructional plans with access points for all students, addressing individual and class-wide data.

- Direct and explicit instruction of Numeracy concepts in all curricular areas. Demonstrate real world connections to concepts in both core and exploratory classes.
- Anchor Charts, Hands-on real-life math, Manipulatives, Math flip flops, Math games
- Levelled small group math rotations
- Viper Skills

Resource and Training Support: Provide SNAP training, acquire Math Manipulative kits and referent texts, and offer ongoing professional development and mentorship for numeracy teachers.

- Helping Teacher Residencies
- Participate in Brightspace course on CBIEPS and/or learning differences .
- Anchor Charts in classrooms
- Hands-on real-life math
- Manipulatives
- Levelled small group math rotations
- Math flip flops/Math game

School Measures

- FSA 7
- SNAP 6 & 7
- Class Assessments
- Student Engagement

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.

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 practise.

- Instruction and **embed SEL into daily class routines and structures.**
- **Collaborate with external agencies**, utilize Student Learner Profiles for planning, and create Wellness and Kindness Initiatives

Foster **strong staff-student connections** through teaching teams, core classes, and various student activities and clubs.

Integrate Indigenous content and First Peoples Principles of Learning into all classes, and engage students in discussions about unconscious bias, systemic discrimination, and Truth & Reconciliation.

- Teaching Tómiyeqw and embedding it in school-wide practices and regular conversations, such as EBS rotations, code of conduct, staff meetings, etc.
- Teaching the Medicine Wheel

Provide universal support, including a school food program offering breakfast, snacks, and lunch to all students.

Help students discover skills / interests in new areas. (Expo, Trades Fair)

Targeted programs to **support staff**

Health and JOHS committee

Health and Wellness Program

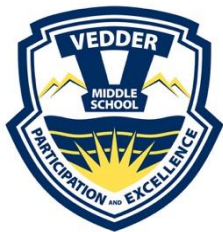
VMS Wellness Committee

School Measures

- Core Competency Self-Assessment
- Equity Scan
- MDI
- Student Learning Survey
- Attendance Data
- Office Referrals
- Counselor referrals
- Work with Curriculum teachers

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.

High Quality Instruction

We plan and provide developmentally responsive and culturally sustaining instruction that fosters continuity and connectedness during key transitions across the pre-K–12 journey and beyond.

Evidence Based Decisions

We collect, analyze, and monitor student transition data – such as attendance, engagement, and learning – and collaborate within and across schools and partners to align plans and create shared understanding of student learning and well-being needs to support graduation pathways.

Timely Targeted Interventions

We implement meaningful supports during transitions through collaborative conversations and planning between students, staff, family and partners to provide connected pathways through pre-kindergarten to graduation and beyond.

School Actions

Transition planning Elem to VMS: Transition planning: administration and counselling team from middle school and feeder elementary schools coordinate transition plans in January to include meetings and information about students' academic social, emotional profiles.

- Grade 5 tours
- Transition to Grade 6 – lockers
- EBS Rotations

Parent Student Engagement: counselling team to visit elementary schools and host a grade 5 parent student info evening.

P.I.T. Orientation day: In late August to ease transition worries and build connections.

Information Sharing: elementary teachers input student information into E- Insight. VMS student services team to use for planning of class placements and support.

Middle School Structure: students placed in a core team of two teachers that focus on relationship building and core academics. Students will have access to diverse extracurricular activities and support staff..

- Pass transition notes between grades at VMS
- Green Files

Ongoing Support: VMS student services team will work with classroom teachers to provide support supports through school base team for struggling student students.

Secondary School Transition: information about grade 8 students to be shared with START a secondary school staff. Promotion of their orientation days and open house events to be shared with families. Students to attend tour of sort of secondary.

- Grade 8 tours to SSS
- Grade 8 counsellor correspondence

Help student discovering skills / interests in new areas. (Expo, Trades Fair, clubs)

School Measures

- Attendance Data
- DRT Referrals
- E-Insight Data
- Articulation Meetings
- Class Profiles

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 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.

