Chilliwack School District

VEDDER MIDDLE SCHOOL GROWTH PLAN 2025-2029
2026-2027 School Year

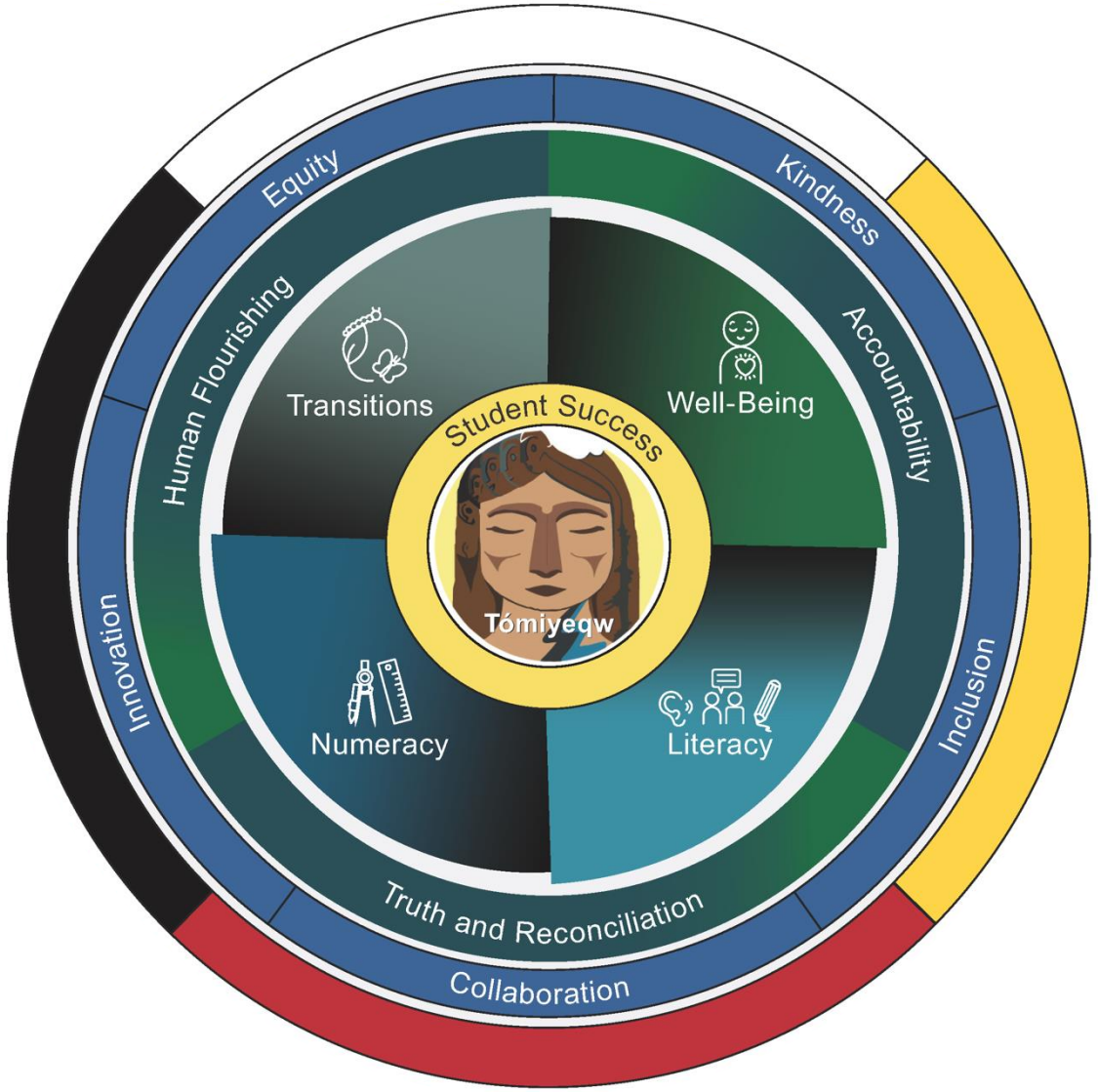
Tómiyeqw

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.

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

- Embed daily literacy routines that strengthen decoding, comprehension and writing in every classroom.
- Teach subject-specific vocabulary explicitly and apply reading and writing skills across all core and exploratory courses.
- Implementation of District Assessments in Literacy such as the ACT, Grade Wide Write, and Word Inventory
- Literacy Pull Out Groups responsive to student needs- Individual Reading Intervention, Group Intervention and Push in Intervention representative of student need based on specialized assessment data.
- Recognition of and use of Indigenous Oral Storytelling Strategies

- Provide professional learning in Universal Design for Learning (UDL) and evidence-based Tier 1 and Tier 2 instruction, in partnership with the district Curriculum Department.
- Support a staff literacy collaboration group that explores and applies research-backed instructional practice.
- Use the ACT, PM Benchmarks and the School-Wide Write to identify student strengths and needs and track growth over the year.
- Analyze class and grade data in teams during Support Time and plan instruction with access points for all learners.

- Deliver in-class small group instruction at Tier 1 and Tier 2, led by classroom and support teachers.
- Provide Tier 3 Learning Assistance small groups using structured literacy, REWARDS and fluency practice, based on assessment data.
- Offer the Viper Training Homework Club after school so students can complete and consolidate learning with adult support.

School Measures

- ACT (fall and spring)
- School-Wide Write
- PM Benchmarks (Tier 3 students)
- FSA Literacy Data
- Collaboration groups
- Staff meeting
- Student Support Time
- Grade group meetings
- Core team meetings, department meetings, etc.

District Measures

- FSA Grade 7 Literacy
- ACT (Assessment of Comprehension and Thinking)
- 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.

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

- Strengthen number sense through daily numeracy routines and explicit instruction of key concepts.
- Make real-world connections to mathematics in both core and exploratory classes.
- Use concrete and visual tools in every math classroom, including manipulatives, anchor charts, hands-on applied tasks and math games.
- Provide professional learning through SNAP training, Helping Teacher Residencies, mentorship for numeracy teachers and the district Brightspace course on CBIEPs and learning differences.
- Celebrate Numeracy Month each May with school-wide numeracy activities.
- Administer the SNAP in Grades 6 and 7 to identify student strengths and needs and track growth over the year.
- Analyze class and individual data in teams during Support Time and build instructional plans with access points for all learners.
- Run levelled small-group math rotations so students receive instruction at their point of need.
- Offer Math Club during Support Time for both targeted support and enrichment.
- Acquire math manipulative kits and reference texts so every teacher has the resources to differentiate.

School Measures

- SNAP Grades 6 and 7 (fall and spring)
- Classroom assessments
- FSA Numeracy Achievement Data
- In-service
- Inquiry groups
- Collaboration groups
- Staff meeting Time to discuss and review data
- Student Support Time
- Grade group meetings
- Core team meetings, department meetings, etc.

District Measures

- FSA Grade 7 Numeracy
- 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

- Embed social emotional learning into daily classroom routines, supported by the school-wide launch of Open Parachute.
- Integrate Indigenous content and the First Peoples Principles of Learning into all classes.
- Teach Tómiyeqw and the Medicine Wheel, and embed them in our code of conduct, behaviour expectations rotations, assemblies and staff meetings.
- Practise trauma-informed, anti-racist and inclusive teaching, and engage students in conversations about unconscious bias, systemic discrimination, and Truth and Reconciliation.

- Review MDI and Student Learning Survey results with staff to set priorities for the year.
- Monitor attendance, office referrals and counsellor referrals to identify patterns early.
- Use Student Learner Profiles and an annual equity scan to plan supports that reflect who our students are.

- Provide a universal food program offering breakfast, snacks and lunch to every student.
- Build strong adult connections through two-teacher core teams, clubs and student activities.
- Partner with external agencies to support students and families with more complex needs.
- Support teachers to develop learner and class profiles to inform instruction, SEL and Positive Behaviour Supports (Tier 1, 2, 3).
- Student Interest Groups and Classes- PE Leadership, Leadership, Outdoor Education
- After School Clubs and Programming
- School Athletics
- Dual Track Programming- Late French Immersion 6-8, Outdoor Education Grade 7

School Measures

- Core competency self-assessments
- Equity scan
- Attendance data
- Office referrals
- Counsellor referrals

District Measures

- MDI (Middle Years Development Instrument)
- Student Learning Survey (Grade 7)
- BC Adolescent Health Survey

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 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

- Ensure Ed Plan transition information is complete band accessible to all teachers and support staff working with students.
- Develop classroom routines, structures and supports that address known transition challenges (visuals, routines, expectations, SEL etc.)
- Ensure student data is incorporated into classroom profiles
- Provide training and support for transition programs: Mamele/Link school leads to plan for middle school/high school transitions

- Provide Pre-transition meeting/tours for identified students.
- SBT meetings for students with complex needs that include school, district, community partners (CDC, FVCDC, etc.)
- Ensure tier 2, 3 supports align with the needs of the incoming Vulnerable Student Needs
- SBT Processes/Structures Develop a school based Vulnerable Student tracking system to ensure early intervention for students not engaging or attending.
- Participate in DRT to problem solve additional tier 3 supports.
- Bridge Team (Early Years Coordinators, Counsellors, CYCW, Community Outreach Coordinator, Family Navigator), Mémiyelhtel and Integrated Care connections and referrals to support between school and within school transitions.

- Review and support Children Youth in Care Belonging Protocol
- Use Transition Framework and the Transitions Framework for Students with Disabilities, Supporting Healthy Transitions
- Use school, district and community supports to plan for priority learners and vulnerable students
- Ensure CBIEPS include transition goal with objectives and strategies tied to classroom learning
- Ensure a transition plan is developed for students with disabilities, beginning at the age of 14 by reviewing the MOE and MCFD document Supporting Healthy Transitions.

School Measures

- Attendance data
- Ed Plan Data
- DRT referrals
- Articulation meetings
- Class profiles
- SBT meetings
- Articulation meetings

District Measures

- Grade-to-grade 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.

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