



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 Elementary School



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.

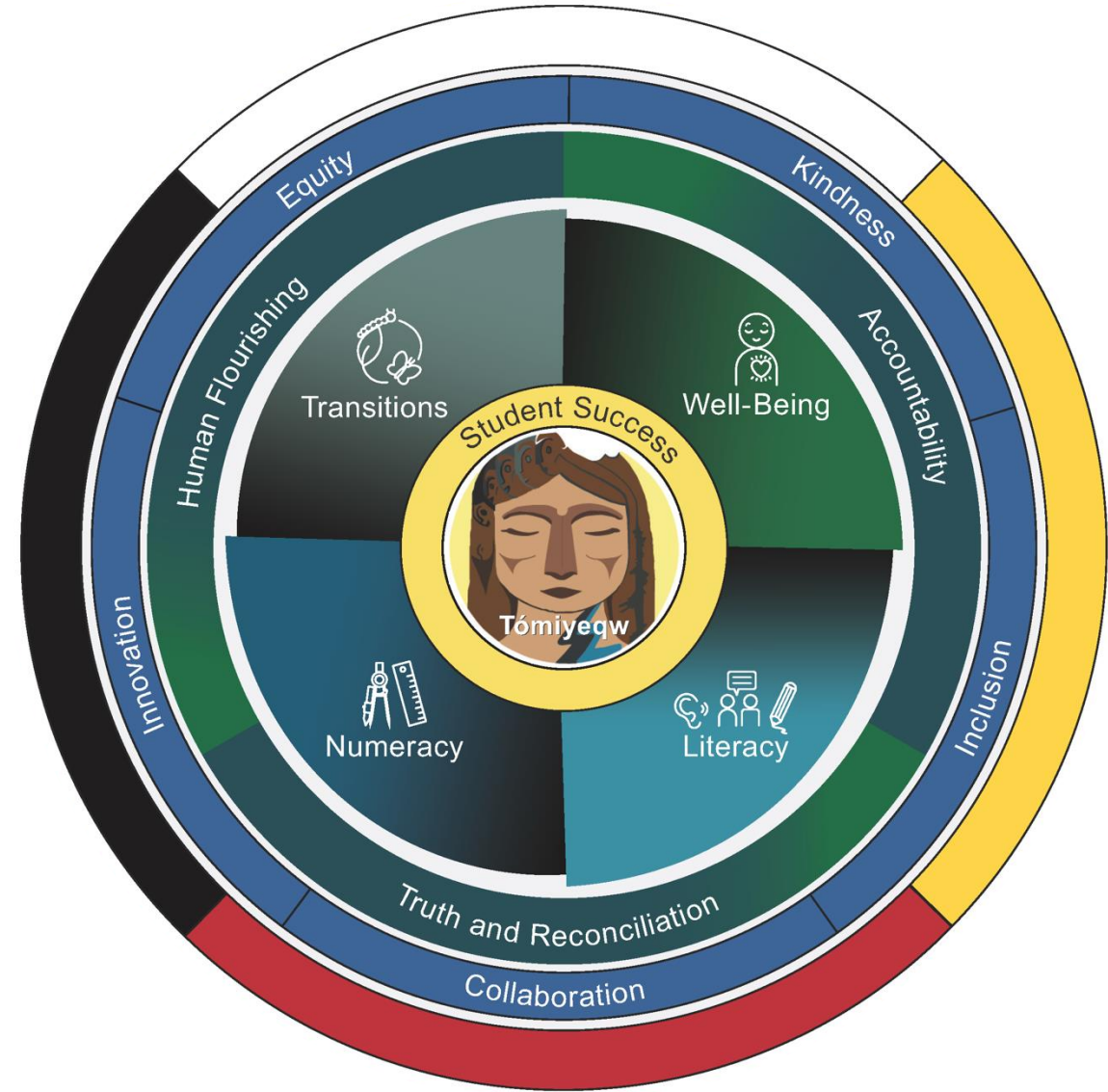
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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

We commit to providing all students the necessary instruction and supports to become proficient readers, speakers, and writers as literacy is the pathway to a more equitable and just society. We will co-create opportunities to empower literacy learning by:

Students:

- Representing their understanding of concepts and acquired knowledge of content through a variety of ways, including speaking, while advancing their thinking and comprehension in all subjects
- Receiving explicit instruction to increase their writing stamina and capability to coherently express their thoughts in completion
- Engaging and connecting with chosen texts through seeing representation of their diverse backgrounds and lived experiences

Families:

- Partnering in supporting reading and writing at home through engaging in recommended activities from individual classrooms and from the school as a whole
- Being provided equitable access to increase reading resources available at home, as well as free online resources to build reading and writing skills

Staff:

- Deepening instructional skill from the District's Literacy Framework: comprehension, vocabulary, fluency, writing, phonics, and phonemic awareness
- Regularly collaborating at grade group levels to scaffold and sequence writing skills development
- Collaboratively planning interventions and accessing effective resources for phonological development at entry level to learning (K-1) and re-screening at Intermediate level
- Continuing to access specialized District support to enhance literacy instructional practices, through push into individual classrooms or Lunch and Learn sessions as a collective

First Peoples Principle of Learning: Learning is embedded in memory, history, and story.

School Measures

Increases in Student Performance

- FSA results, Gr 4
- In all classroom assessments and reporting; Writing Samples as benchmark
- Growth in reading skills through interventions by ELC teacher and ELL teacher

Increases in Student Confidence in Reading and Writing

- SLS results, Gr. 5
- # of Student participating in all school reading initiatives

District Measures

- ACT
- Concepts of Print
- Letter Identification
- PM Benchmark
- Phonological Awareness
- Word Inventory



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

We commit to providing all students with the experiences to acquire and practice applying numeracy skills to purposefully participate in a data-driven society. We will co-create opportunities to empower numeracy learning by:

Students:

- Fully developing their math fact fluency through participation in engaging, hands-on activities and games that encourage quick recall and understanding of number relationships
- Continuing to connect the relevancy of Math in real life through successful navigation of SNAP (Student Numeracy Assessment Practice)
- Being authentically engaged and able to apply their numeracy skills within the container of a school or grade wide Inquiry project

Families

- Participating in a Family Math Night (partnering with UFV) where parents and children solve fun, real-life math challenges together to build confidence and enjoyment with numbers
- Being aware of simple at-home activities (e.g. cooking, shopping, or measuring) that help students in how to apply math in everyday life
- Having access to numeracy resources, in multiple languages, that explain math concepts and strategies so that they can support numeracy learning at home

Staff:

- Utilizing Universal Design for Learning to develop multiple ways of engaging learners, delivering instruction, and students demonstrating success; accessing District supports for instructional growth
- Collaborating as grade groups on a regular basis to connect, reflect, and transform numeracy instruction, as well as to develop a common numeracy space for student use of math manipulatives and creation of math stories
- Exploring grade level co-teaching, where teachers differentiate instruction for specific groups of learners and effectively target intervention to respond to their learning needs to support success

First Peoples Principle of Learning: Learning is holistic, experiential, and relational

School Measures

Increases in Student Performance

- FSA results, Gr 4
- In all classroom assessments and reporting

Increases in Student Confidence in Numeracy

- SLS results, Gr. 5

District Measures

- SNAP (Student Numeracy Assessment 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

We commit to all members of our learning community feeling accepted, seen, encouraged, and inspired to learn and flourish at their highest capacity in society. We will co-create opportunities to empower wellbeing by:

Students:

- Building their knowledge and skill in how to successfully emotionally regulate, make social connections, and choose activities that foster their overall wellbeing
- Developing their confidence in their leadership and advocacy skills through Student Crews: Playground Peer, Spirit, Student Voice (K-2; 3-5), as well as respecting of the land through community
- Knowing how to successfully face conflict or challenges to problem solve in ways that are positive and productive (exploring school wide program)

Families:

- Being supported to help build protective factors for youth wellbeing, including secure food access, sleep, and screen time
- Becoming aware of the community resources in Chilliwack and accessing them to enhance mental health, positive connection, and active living for elementary youth
- Being collaborated with as individual families to plan specialized supports for individual student wellbeing, on a one-to-one basis, including District and community partnerships

Staff:

- Developing mental health literacy with a common language and strategies across the school; embedding mental and physical well-being into instructional practices
- Continuing to support students with daily check-ins, morning meetings, and social emotional learning, while regularly connecting with colleagues for individual and group staff wellbeing
- Engaging in deepening instructional practices to further support Truth and Reconciliation, SOGI, and Anti-Racist ways of knowing, being, and doing (includes work with Dr. Dustin Louie)

First Peoples Principle of Learning; Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

School Measures

- Student attendance
- # of staff aware of Tier 2 & 3 resources
- Collaboration success with families for planning
- Effectiveness of transition supports
- Involvement of all voices in educational and safety planning
- MDI & SLS Survey results
- Referrals to CORE team at school
- Improvement of student experience through School Based team collaborations

District Measures

- District Resource Team Referrals



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

We commit to providing a learning environment that is safe, inclusive, and reflective of students' strengths, needs, and identities, for all to feel confident to face change and to grow in community. We will co-create opportunities to empowering successful student transitions by:

Students:

- Identifying their strengths, needs, and learning goals through empathy mapping or similar models at the beginning of each school year and using as a connection guide for progress throughout year
- Being given experiences to recognize the learning and life successes of all peoples of all diversities of all ages (e.g. racial background, ability, middle or high schooler) through classroom learning (Buddies) and all school activities
- Learning the different values that can be chosen to inform identity, which in turn contribute to being a positive living legacy (*Be A Good Ancestor, Seven Grandfather's Teachings*), and how to create long-lasting friendships

Families:

- Being provided voice and support in partnering with the school to enhance their students' learning success, through productive collaborations with classroom teachers and with Learning Supports when students are supported by Competency Based Individual Education Plans (CBIEP)
- Being affirmed for their family identities through witnessing the school recognizing their holidays and traditions, as well as honouring cultural practices
- Being informed of the school's monthly values and how they can support character learning at home, through teaching and modelling

Staff:

- Continuing to innovate on how we can best support incoming Grade Ks and Grade 5s going to Middle School including student focus groups with Vedder Bears at MSMS and effective partnering with our Family of Schools
- Witnessing lived experiences of the diversity in our school, reflecting on personal biases, and collectively planning to decolonize and use Indigenization to create all students feeling that they belong and they can and will succeed (*Unlearning to Learn at Vedder Social Justice Flipbook* and anti-racism training)

First Peoples Principle of Learning: Learning requires exploration of one's identity.

School Measures

- Student attendance
- MDI & SLS Results
- E-Insight Performance Data
- School events taking into consideration diversity of student population
- Effectiveness of character learning, including assemblies

District Measures

- Graduation Rates
- Completion of High School in 4 years
- Indigenous Learner Success



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.

