



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.

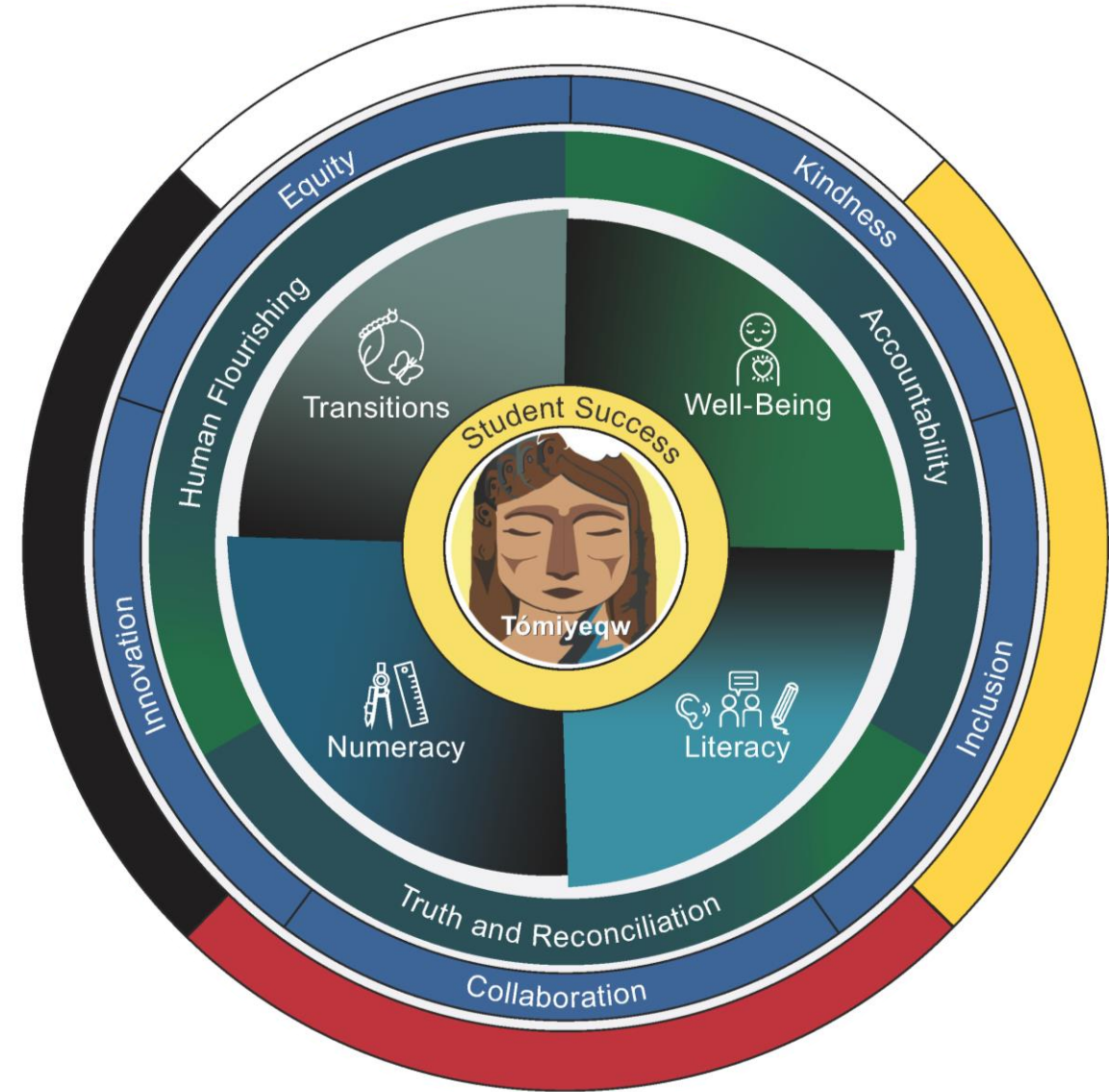
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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 Action for 2025-2026

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.

In 2025-2026, we will implement a consistent, schoolwide writing approach that includes daily writing across subjects, explicit instruction in writing skills, common rubrics for writing content and skills, and targeted feedback to improve student writing achievement.

First Peoples Principles of Learning:

- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

School Measures

- Student writing samples
- Observation: stamina, confidence, engagement
- Class profiles
- RTI & Learning Support Team feedback
- Student feedback and reflection

District Measures

- Letter Identification
- Phonological Awareness
- Word Inventory
- Writing Sample
- FSA (Gr4)



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 Action for 2025-2026

We commit to providing all students with the experiences to acquire and practice applying numeracy skills to purposefully participate in a data-driven society.

In 2025-2026, we will co-create opportunities to empower numeracy development by implementing a schoolwide focus on math fact fluency that includes daily, structured practice, explicit strategy instruction, and reinforcement of number sense.

First Peoples Principle of Learning:

- Learning is holistic, experiential, and relational
- Learning is embedded in memory, history, and story
- Learning involves patience and time

School Measures

- Student work samples
- Observation: confidence, fluency, accuracy
- Class profiles
- Formative assessments
- Student feedback and reflection

District Measures

- SNAP Assessment
- FSA (Gr 4)



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 Action for 2025-2026

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.

In 2025-2026, we will implement a schoolwide approach that prioritizes student and staff well-being by promoting positive relationships, supportive learning environments, and access to consistent social-emotional and wellness practices across the school community.

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.**
- **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).**

School Measures

- Attendance (staff and student)
- Class profiles
- WVIRs
- SBT referrals
- Counsellor/CYCW referrals
- CORE team feedback
- Staff and student feedback
- Learning Updates

District Measures

- District Resource Team Referrals
- Student Learning Survey (Gr5)
- EDI/MDI



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

Evidence Based Decisions

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

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 Action for 2025-2026

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.

In 2025-2026, we will co-create opportunities to empower successful student transitions by learning that different values can be chosen to inform identity, by understanding we all play a part in building a positive living legacy (*Be A Good Ancestor, Seven Grandfather's Teachings*), and by creating long-lasting friendships that provide support and stability during times of transition.

First Peoples Principle of Learning:

- **Learning requires exploration of one's identity.**

School Measures

- Student attendance
- E-Insight
- Observation
- Feedback from each level: preK, K-5, Gr6
- Attendance & feedback from RSE, Kinderfair, MS artic, class placements
- Class profiles

District Measures

- Graduation Rates
- Indigenous Learner Success
- MDI data
- SLS results



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.

