



RTCS is committed to ensuring that our School Growth Plan is aligned with School District 33's Strategic Plan.

SD 33 Strategic Priorities Include:

1. Improving student achievement and well-being through high quality instruction: 1. Literacy/Numeracy; 2. Thinking and; 3. Personal/Social Responsibility) (*Instruction*)
2. Strengthening meaningful relationships within and across schools, district and community to support success for students. (*Community/Culture*)
3. Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety. (*Social Emotional Wellness*)
4. Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (*Resources*)

Priority 1	Improving student achievement and well-being through high quality instruction. (<i>Instruction</i>)				
Goal 1 of 3	All students to meet or exceed grade level expectations in literacy and numeracy.				
	Description	Baseline Value	Target Value		
	SCHOOL: <i>RTCS is committed to ensuring that all our students are meeting or exceeding grade level expectations in literacy and numeracy.</i>	<i>PM Bench Marks RAD FSA School Wide Write SNAP</i>	<i>Achievement at or above district level in all four assessments</i>		
Strategies	Action Steps	Person Responsible	Start	Completion	Performance Indicators
Identify students who are not meeting grade level expectations and provide intervention and remediation -Talking Tables -Learning Assistance -Targeted K to 6 Literacy Time -Early Screening/Assessment/Referral -Response to Intervention	Learning assistance for all grades to support remediation and skill development, RTI, tutorials, Talking Tables, interim intervention, push in support and team teaching **Acceleration opportunities are made available also through subject enrichment, subject	RTCS Student Services Team	Sept. 2016	Ongoing	Grade wide writes, FSA assessments, Teacher evaluation and reporting, final exams, PM benchmarks, RAD results, Math Diagnostic Results beginning and end of the year.



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<p>-Guided Reading -Targeted Tutorials</p>	<p>promotion (math), and project based learning opportunities.</p>				<p>** Island Net will be phased out and SNAP will be used in future assessments.</p>
<p>Engage in good writing practice and reinforce reading in all subject areas.</p> <p>Writing for Excellence (intermediate)</p> <p>Provide common reading time for alike groupings - Literacy Block</p> <p>Provide time during staff meetings for discussions around student learning and best practices</p>	<p>-Explore programs that support reading and writing at each level (primary, intermediate, middle)</p> <p>-Explore programs to support numeracy</p> <p>-Explore programs for remediation in numeracy</p> <p>-Common Block of 60 minutes for literacy across K-6</p> <p>-Participate in District collaboration</p> <p>-Targeted intervention time for numeracy and literacy support during tutorial/DPA (7-9)</p> <p>**school wide collaboration sessions, professional development days and staff meetings will provide opportunities for collaboration time</p>	<p>All RTCS Staff</p>	<p>Sept. 2016</p>	<p>Ongoing</p>	<p>Literacy component in all courses.</p> <p>-Core Literacy time is preserved (K-6)</p> <p>-Skill alike groupings are evident</p> <p>-Library time weekly for all students K-6</p> <p>-Numeracy scores are compared with Fall and Spring (Island Net) to determine student growth</p> <p>-Numeracy celebrated in classrooms evident in displays and cross subject projects (string art, maze)</p>



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Priority 1	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>				
Goal 2 of 3	To increase students' ability to apply critical, creative and reflective thinking.				
	Description	Baseline Value	Target Value		
	SCHOOL <i>RTCS is committed to enhancing our students ability to apply critical, creative and reflective thinking to various learning situations utilizing the thinking rubric.</i>	0% of students	100% of Students to be able to articulate their thinking strategies.		
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Pro D -Collab	Grade Group Sessions to collaborate on the use of the Thinking Rubric	School Pro D Committee	Fall 2016	on going	-common language with all staff -continuous growth in using strategies -staff will be confident with utilizing the rubric
Implementation of SD33 Thinking Rubric	Regular check-in ~ discussions at monthly staff meetings	RTCS Admin. Team	Winter 2016	on going	-staff self assessment use of rubric across curriculum



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Priority 1	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>				
Goal 3 of 3	To enhance personal and social responsibility.				
	Description	Baseline Value	Target Value		
	SCHOOL <i>RTCS students will fully meet individualized social, emotional and behavioural norms on school at-risk rubric.</i>	<i>We are in the process of defining our baseline.</i>	-100%		
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Tier 1 – High quality SEL instruction (100%)	<ul style="list-style-type: none"> • Collaborative conversations (RTI time) • Professional Development: <ul style="list-style-type: none"> ○ mindfulness education ○ CALM ○ Fun Friends/Friends ○ ALERT ○ ZONES ○ Collaborative Problem Solving Model (Ross Greene) 	-All Staff	Fall 2016	Ongoing	<ul style="list-style-type: none"> • Students and staff increase level of mindfulness • Students increased use of self-regulation strategies Timely and targeted Tier 1 interventions for students' lagging skills
Tier 2 – Timely and targeted SEL interventions (10-15%)	<ul style="list-style-type: none"> • Use assessment information to identify students accessing Tier 2 supports: <ul style="list-style-type: none"> ○ Vulnerability Tracking ○ Collaborative conversations (RTI/SS Team/SBT time to ensure fluidity of groups) 	-All Staff -School Student Services Team	Fall 2016	Ongoing	<ul style="list-style-type: none"> • Ongoing fluidity of students accessing Tier 2 supports
Tier 3 – Timely and targeted SEL interventions (2-3%)	<ul style="list-style-type: none"> • Use assessment information to identify students accessing Tier 3 supports: <ul style="list-style-type: none"> ○ Assessments tied to Tier 3 interventions 	-School Student Services Team -District Support Staff -Outside Agencies	Sept. 2016	Ongoing	<ul style="list-style-type: none"> • Ongoing fluidity of students accessing Tier 3 supports



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	Collaborative conversations (RTI/SS Team/SBT time to ensure fluidity of groups)				
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Priority 2	Strengthening meaningful relationships within and across schools, district and community to support success for students. (Community/Culture)				
Goal	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.				
	Description	Baseline Value	Target Value		
	SCHOOL <i>RTCS will continue to provide and seek out opportunities to partner with community members and organizations to provide meaningful learning experiences for students.</i>	<i>Ministry Satisfaction Survey</i>	<i>Ministry Satisfaction Survey</i>		
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Strengthening connections with Aboriginal families	<ul style="list-style-type: none"> Elder in Residence – Sandra Victor Aboriginal Education Advisory Grant School Aboriginal Day Home visits Participate in Cheam Nation Activities Breakfast & lunch program 	School Staff	Active	Ongoing	Enhance students' learning experiences and learning outcomes
Strengthening connection with community businesses/organizations (Big Brothers, Big Sisters, Murray Honda, Canadian Tire, Bowls of Hope)	<ul style="list-style-type: none"> Go Girls September backpacks and winter boots/coats Breakfast Program Lunch Program School Garden Program Secondary Mentoring Partnerships 	School staff	Active	Ongoing	Enhance students' learning experiences and learning outcomes



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Priority 3	Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety. (Social Emotional Wellness)				
Goal	To foster a positive, respectful workplace culture and sense of community.				
	Description	Baseline Value	Target Value		
	SCHOOL <i>RTCS will continue to be a caring community where all members feel a sense of belong, diversity, well-being and safety.</i>	<i>Establishing a baseline is in progress.</i>	<i>95% Satisfaction Rate</i>		
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Maintain and continue to foster staff wellness	<ul style="list-style-type: none"> • Celebrate successes • Regular staff check-ins • Staff social events (social committee) • Transparent decision making process • Open door policies 	All Staff	Continuing Sept. 2016	Ongoing	Engaged Staff



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Priority 4	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (Resources)				
Goal	To align resources to efficiently, and effectively execute the strategic plan.				
	Description	Baseline Value	Target Value		
	SCHOOL <i>A shared decision making process will be used for decisions affecting the distribution of resources throughout the school.</i>	<i>Annual budget review with school staff and PAC</i>	<i>Budget reviews with school staff and PAC three times each year</i>		
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Transparency	Financial records will be transparently shared with school staff and PAC three times per year.	Admin, Budget Committee, and PAC	Fall 2016	Ongoing	Maintaining trusting relationships School financial records will be shared and understood by school community
Budget Committee	Budget Committee will meet three times per year to review budget before shared with school staff Collaboration with Budget Committee will occur to determine large school purchases (i.e. restricted funds)	Admin and Budget Committee members	Fall 2016	Ongoing	Maintaining trusting relationships Shared decision making process