



Chilliwack
School District

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.

Rosedale Traditional Community 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.

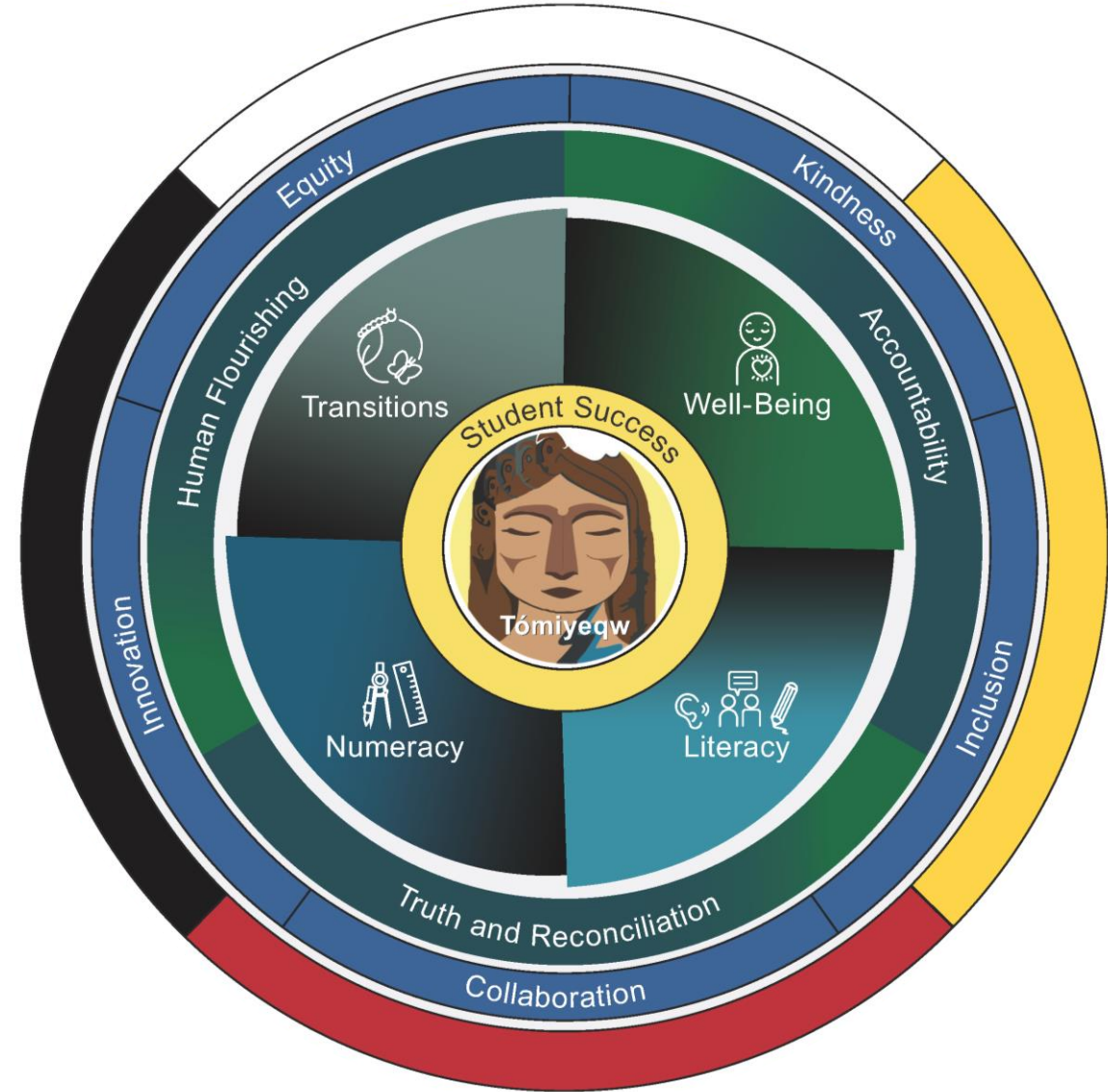
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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

At RTCS, we will: enhance school-wide systems and structures, such as learning support and teacher collaboration, that deepen the development of foundational literacy skills and invest in joyful learning through stories that speak to hearts and minds.

Further supports and actions that lift up this work include:

- Elementary Literacy Collaboration
- Volunteers & Big Buddy Programs
- Support Teachers (ELC and Curriculum)
- Small Group Instruction
- Author Visits (Library Collaboration)
- Alternative Learning Spaces/Programs
- Literature Circles
- Universal Design for Learning
- Smart Learning Framework
- Library Support
- Oral Language Emphasis
- Inquiry Project with Leyton Schnellert

School Measures

- District Measures & Assessments
- Class Profiles/Class Reviews
- Interim Reports
- Learning Updates/Report Cards
- Classroom Assessments
- Student Self Assessments
- Student-Teacher Conferencing

District Measures

- FSA 7 (Reading/Writing)
- FSA 4 (Reading/Writing)
- PM Benchmarks
- ACT (*Assessment of Comprehension and Thinking*)
- Word Inventory
- Letter & Sound Identification (Kindergarten)



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

At RTCS, we will: enhance school-wide systems and structures, such as learning support, teacher collaboration and teacher mentorship, that deepen the development of foundational numeracy skills and invest in joyful learning through games and hands-on activities.

Further supports and actions that lift up this work include:

- SNAP
- Vertical Math
- Math Vocabulary
- Small Group Instruction
- Mentor Texts
- Math Games/Use of Manipulatives
- District Curriculum Teachers
- Building Thinking Classrooms
- Oral Language in Math

School Measures

- SNAP
- District Measures & Assessments
- Class Profiles/Class Reviews
- Interim Reports
- Learning Updates/Report Cards
- Classroom Assessments
- Student Self-Assessments
- Student-Teacher Conferencing

District Measures

- FSA Grade 4 (Numeracy)
- FSA Grade 7 (Numeracy)
- SNAP
- River SNAP

Rosedale



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.

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.

School Actions

At RTCS, we will: invest in trauma-informed education that supports calm classrooms. We will deepen and enhance classroom routines and practices that lift up connections to nature and the formation of healthy habits.

Further supports and actions that lift up this work include:

- Morning Meetings
- Less Screen Time
- School Based Team
- Breakfast Program
- Mind App
- Restorative Circles
- Movement Breaks
- Monthly Assemblies
- Whole Body Learning
- Mental Health Literacy
- SEL Groups
- Place-Based Learning

School Measures

- Attendance Data
- Behaviour Data
- Student Learning Survey
- Staff Surveys
- EDI Data
- MDI Data
- Office Referrals

District Measures

- EDI (Early Years)
- MDI (Middle Years)
- Student Learning Survey
- BCAHS (BC Adolescent HealthSurvey)
- 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

At RTCS, we will: lean into practices and systems that facilitate transitions from grade to grade and school to school. We will invest in cross-grade activities that create connections and school-wide practices that carry forward the stories of our learners.

Further supports and actions that lift up this work include:

- Transition Notes
- E-Insight Data
- Curricular Vertical Alignment
- Digital Learning Updates (Report Cards)
- Connecting with Feeder Schools
- Gym Blast
- Support Time for Transition Meetings
- Grade 5 Parent Information Evening
- Mamele Peer Mentorship Program (formerly called WEB)
- Kinderfair
- Ready, Set, Explore
- Gradual Kindergarten Entry
- Welcome BBQ

School Measures

- Attendance Data
- E-Insight Data
- Articulation Meetings
- Class Profile

District Measures

- Attendance Records
- Grade to Grade Transition Data
- 5 and 6 Year Completions Rates
- Post Secondary Transition Rates



Chilliwack
School District

VISION: *Syós:ys lets'e th'ále, lets'emó:t*

(See EYE yeas 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.

