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

Rosedale Ravens

SCHOOL GROWTH PLAN 2025-2029

Our Purpose: Honouring, Shaping and Inspiring our Past, Present and Future

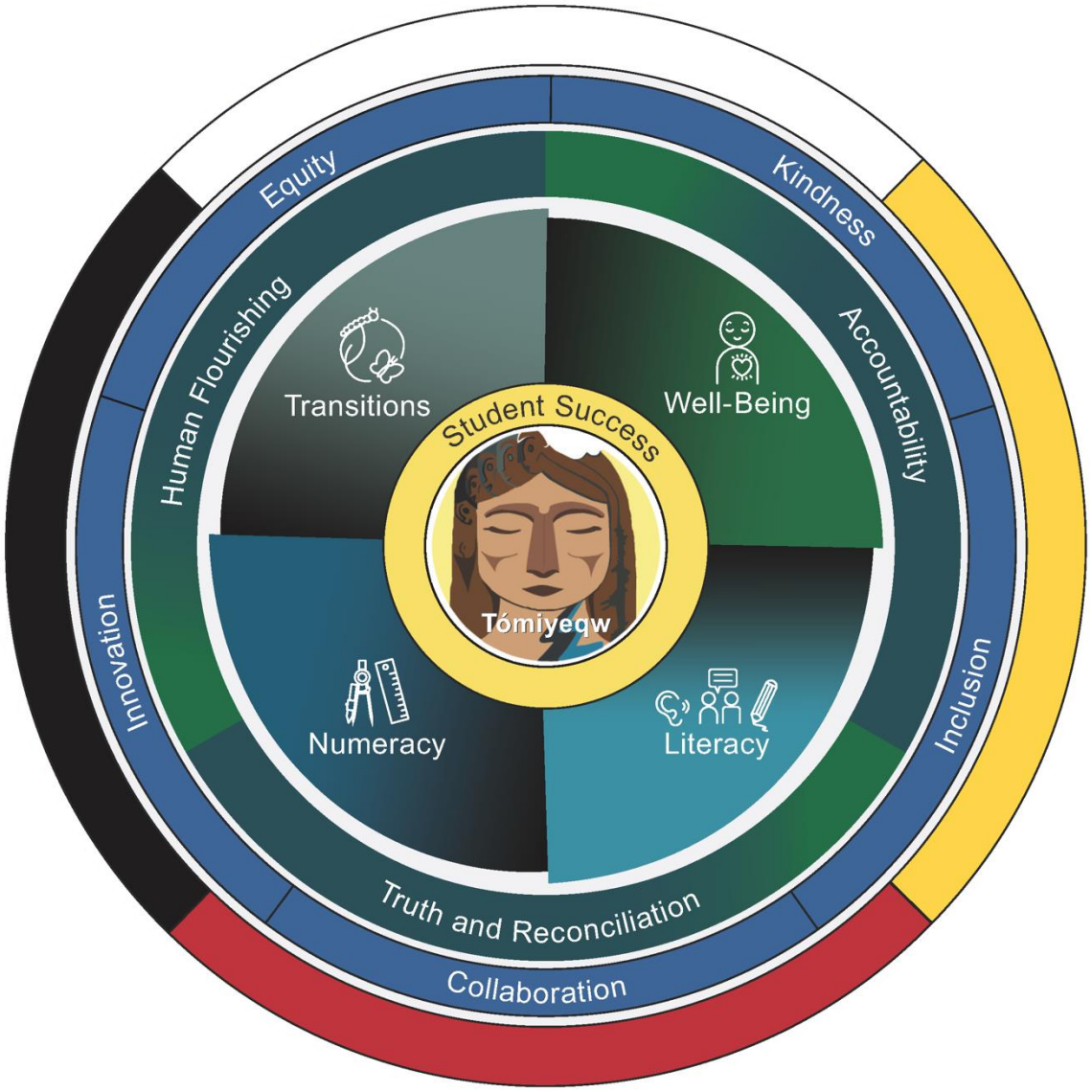
We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

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.

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

Every learner will grow as a reader, writer, and communicator through responsive, evidence-informed literacy instruction and support.

TIER 1 | UNIVERSAL

- Implement explicit, inclusive, culturally responsive, and developmentally appropriate literacy instruction across K–8.
- Apply Universal Design for Learning to provide multiple ways to engage with, access, and demonstrate literacy learning.
- Assess learning through observations, products, conversations, and class profiles; review evidence in fall, winter, and spring and adjust instruction.

TIER 2 | TARGETED

- Identify learners requiring targeted literacy intervention.
- Deliver interventions matched to identified needs and align them with classroom language, structures, and routines.
- Establish intervention focus, frequency, duration, and progress monitoring; adjust or intensify instruction based on evidence.

TIER 3 | INDIVIDUALIZED

- Develop and implement individualized literacy goals aligned with CBIEPs and specialized assessment recommendations.
- Assign staff responsibilities and coordinate school, district, and specialized services.
- Monitor progress with learners and families; revise or intensify interventions based on evidence.

We will use collaboration time, staff learning, class reviews and School-Based Team processes to review evidence, strengthen Tier 1 instruction, coordinate targeted interventions, and adjust our response when learners are not yet experiencing success.

School Measures

- District Measures & Assessments
- Class Profiles/Class Reviews
- Interim Reports
- Learning Updates
- 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.

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

Every learner will grow as a confident and capable mathematical thinker through responsive, evidence-informed numeracy instruction and support.

TIER 1 | UNIVERSAL
- Implement explicit, inclusive, culturally responsive, and developmentally appropriate numeracy instruction across K–8.
- Apply Universal Design for Learning to provide multiple ways to engage with, access, and demonstrate mathematical learning.
- Assess learning through observations, products, conversations, and class profiles; review evidence in fall, winter, and spring and adjust instruction.

TIER 2 | TARGETED
- Identify learners requiring targeted numeracy intervention.
- Deliver interventions matched to identified needs and align them with classroom language, structures, and routines.
- Establish intervention focus, frequency, duration, and progress monitoring; adjust or intensify instruction based on evidence.

TIER 3 | INDIVIDUALIZED
- Develop and implement individualized numeracy goals aligned with CBIEPs and specialized assessment recommendations.
- Assign staff responsibilities and coordinate SBT, district, and specialized services.
- Monitor progress with learners and families; revise or intensify interventions based on evidence.

We will use collaboration time, staff learning, class reviews and School-Based Team processes to review evidence, strengthen Tier 1 instruction, coordinate targeted interventions, and adjust our response when learners are not yet experiencing success.

School Measures

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

District Measures

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

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

Every learner will experience safety, belonging, connection, and the support needed to engage successfully at school.

TIER 1 | UNIVERSAL
- Implement predictable, inclusive, culturally responsive, and relationship-centred classroom practices.
- Teach and embed social-emotional learning, mental health literacy, regulation strategies, and common expectations within daily instruction and routines.
- Review student voice, attendance, engagement, and behaviour evidence in fall, winter, and spring; respond to identified patterns.

TIER 2 | TARGETED
- Identify learners demonstrating emerging needs in attendance, engagement, regulation, behaviour, belonging, or connection.
- Assign a connecting adult and implement targeted strategies matched to identified needs.
- Monitor student response and adjust or intensify interventions based on evidence.

TIER 3 | INDIVIDUALIZED
- Develop and implement individualized plans for learners with persistent or complex well-being needs.
- Assign a coordinating adult and coordinate SBT, district, community, and family involvement.
- Monitor progress with learners and families; revise or intensify interventions based on evidence.

We will use collaboration time, staff learning, class reviews and School-Based Team processes to review evidence, strengthen Tier 1 instruction, coordinate targeted interventions, and adjust our response when learners are not yet experiencing success.

School Measures

- Attendance Data
- Behaviour Data
- Student Learning Survey
- Staff Surveys
- cheq 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.

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

Every learner will experience intentional, connected, and responsive transitions between grades and school communities.

TIER 1 | UNIVERSAL
- Implement common transition timelines, responsibilities, communication protocols, and orientation practices.
- Embed transition preparation in classroom instruction and routines; transfer learner strengths, successful strategies, and identified needs to receiving staff.
- Collect and review student, family, and staff feedback; revise transition practices annually.

TIER 2 | TARGETED
- Identify learners requiring additional transition intervention before the transition.
- Assign a connecting adult and implement targeted preparation, orientation, and connection activities.
- Complete post-transition check-ins and adjust or intensify interventions based on evidence.

TIER 3 | INDIVIDUALIZED
- Develop and implement individualized transition plans for learners with complex needs.
- Document strengths, needs, strategies, accommodations, responsibilities, and timelines; coordinate learners, families, sending and receiving staff, and partners.
- Monitor each transition and revise or intensify interventions based on follow-up evidence.

We will use collaboration time, staff learning, class reviews and School-Based Team processes to review evidence, strengthen Tier 1 actions, coordinate targeted interventions, and adjust our response when learners are not yet experiencing success.

School Measures

- Attendance Data
- EDPlan 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 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.

