Chilliwack School District

DRAFT SCHOOL GROWTH PLAN 2025-2029

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.

AD Rundle Middle School



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.

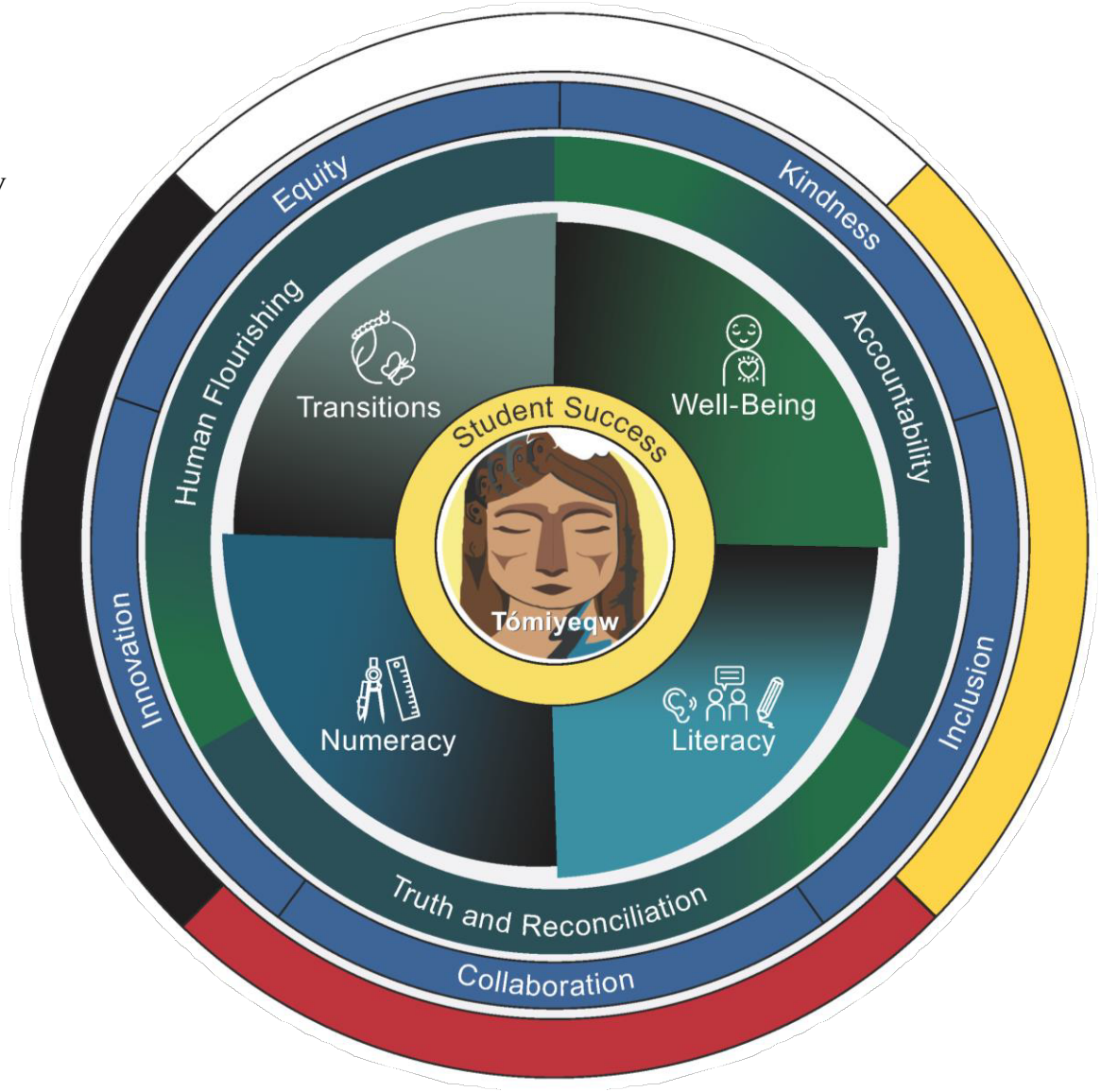
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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.



A.D. RUNDLE MIDDLE
INTEGRATED ARTS & TECH

DRAFT 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

Through data-informed Tier 1 and Tier 2 instruction and intervention, we will improve students' reading and writing skills while fostering greater confidence and engagement in literacy by providing accessible and engaging opportunities to develop and apply literacy skills across all grade levels.

- Use district and school-based assessment data to identify student strengths and needs and inform Tier 1 and Tier 2 literacy instruction and intervention.
- Implement dedicated literacy instruction and practice opportunities that support the development of reading, writing, speaking, and listening skills across Grades 6-8.
- Embed reading and writing opportunities across all content areas while providing explicit discipline-specific literacy instruction.
- Provide students with regular opportunities to hear, model, and practice fluent reading to strengthen comprehension, vocabulary, and overall literacy proficiency.
- Use exemplars, success criteria, and proficiency scales to help students understand learning expectations and identify next steps in their reading and writing development.
- Strengthen staff capacity through engagement with the District RTI² Framework, collaborative learning opportunities, and the sharing of effective literacy practices.
- Monitor student progress and adjust instruction and interventions to promote increased literacy achievement, confidence, and engagement.

School Measures

- Co-teaching, modelling and participating in learning rounds
- In-service
- Inquiry groups
- Collaboration groups
- Staff meeting
- Student Support Time
- Grade group meetings
- Core team meetings, department meetings, etc.

District Measures

- Co-teaching, modelling and participating in learning rounds
- In-service
- Inquiry Groups

DRAFT 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

Through data-informed Tier 1 and Tier 2 instruction, we will improve students' number sense, math fact fluency, and automaticity while fostering greater confidence and enjoyment in mathematics by providing accessible and engaging practice opportunities across all grade levels.

- Continue numeracy skills blocks that build foundational skills through explicit instruction, shared routines, games, and ongoing practice.
- Use district and school-based assessment data to identify strengths, plan instruction, and monitor growth:
  - District Fact Fluency assessment developed by Christian Lodders to identify progress towards math fact mastery and next steps
  - SNAP results to identify areas for instruction in number sense and operations
  - School-based assessments and the existing Excel data tracker for Number Sense, Addition, Subtraction, Multiplication, and Division
- Build students' understanding of math fact strategies alongside accurate, efficient, and increasingly automatic recall
- Develop a shared bank of math games and common routines across classes and grades to strengthen skills and increase enjoyment
- Provide targeted classroom instruction and practice based on identified needs, with extensions for students who demonstrate mastery
- Reduce barriers to participate through accessible starting points, manipulatives, visual supports, and multiple ways to demonstrate mathematical thinking
- Support students to set achievable numeracy goals, recognize their progress, and reflect on their confidence and enjoyment on mathematics
- Provide opportunities for staff to share effective games, routines, and instructional strategies, and review assessment data and student feedback to guide next steps

School Measures

- Co-teaching, modelling and participating in learning rounds
- In-service
- Inquiry groups
- Collaboration groups
- Staff meeting Time to discuss and review data
- Student Support Time
- Grade group meetings
- Core team meetings, department meetings, etc.

District Measures

- Co-teaching, modelling and participating in learning rounds
- In-service
- Inquiry Groups

DRAFT 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

Through consistent, evidence-informed social-emotional learning practices, we will improve student well-being while fostering a greater sense of belonging, resilience, and engagement across Grades 6-8.

- Implement evidence-informed social-emotional learning lessons and activities across Grades 6-8, including access to Open Parachute resources.
- Develop and reinforce common school-wide language, routines, and strategies that support emotional regulation, resilience, healthy relationships, and positive decision-making.
- Provide staff with professional learning opportunities to strengthen understanding and implementation of Tier 1 social-emotional learning practices and inclusive classroom environments.
- Create opportunities for student voice and leadership that foster belonging, connection, and engagement within the school community.
- Use student, staff, and family feedback, along with school-based data, to identify strengths, monitor progress, and inform next steps related to school well-being.
- Embed well-being and relationship-building practices into classroom routines, school-wide activities, and restorative approaches to support a positive and inclusive school culture.
- Utilize Tier 2 supports and collaborative problem-solving processes to respond to emerging student social-emotional and well-being needs.

School Measures

- → Co-planning, co-teaching
- → SBT meetings
- → FOS In-service
- → EIRP/ISWI meetings
- → Care team meetings
- → CBIEP meetings
- → Student interviews
- → Family surveys
- → Articulation meetings
- → Collaboration groups
- → Staff meetings
- → Student Support Time
- → Grade group meetings
- → Core team meetings, department meetings, etc.

District Measures

- FOS In-Service
- Collaboration Groups
- Working Groups

DRAFT TRANSITIONS GOAL

A.D. RUNDLE MIDDLE
INTEGRATED ARTS & TECH

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-

School Action

Through intentional planning and collaborative partnerships with families, staff, and community agencies, we will support successful student transitions by ensuring students are prepared, connected, and supported as they move between grades, schools, and programs.

- Ensure transition information is complete, current, and used to inform planning by maintaining accurate EdPlan records and incorporating relevant information into classroom profiles.
- Develop and implement classroom routines, structures, and supports that address known transition challenges, including visual supports, predictable routines, clear expectations, and social-emotional learning strategies.
- Provide targeted transition planning and support for identified students, including pre-transition meetings, school visits, tours, and individualized transition plans where appropriate.
- Strengthen collaborative planning processes through SBT meetings and partnerships with families, district staff, and community agencies to support students with complex or diverse needs.
- Use district transition frameworks, protocols, and timelines to guide consistent transition planning and support for all students, with particular attention to students with disabilities, Children and Youth in Care, and other vulnerable learners.
- Amplify student voice and agency in transition planning by providing opportunities for students to contribute to goal setting, transition discussions, and decisions that impact their educational journey.
- Monitor and respond to the needs of vulnerable learners by aligning Tier 2 and Tier 3 supports, utilizing school and district tracking processes, and accessing additional supports through district and community-based teams and services.

School Measures

- SBT meetings
- FOS In-service
- EIRP/ISWI meetings
- Care team meetings
- CBIEP meetings
- Student interviews
- Family surveys
- Articulation meetings
- Collaboration groups
- Staff meetings
- Student Support Time
- Grade group meetings
- Core team meetings, department meetings, etc.

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District Measures

- FOS In-service
- EdPlan Data Collection

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.

