



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.

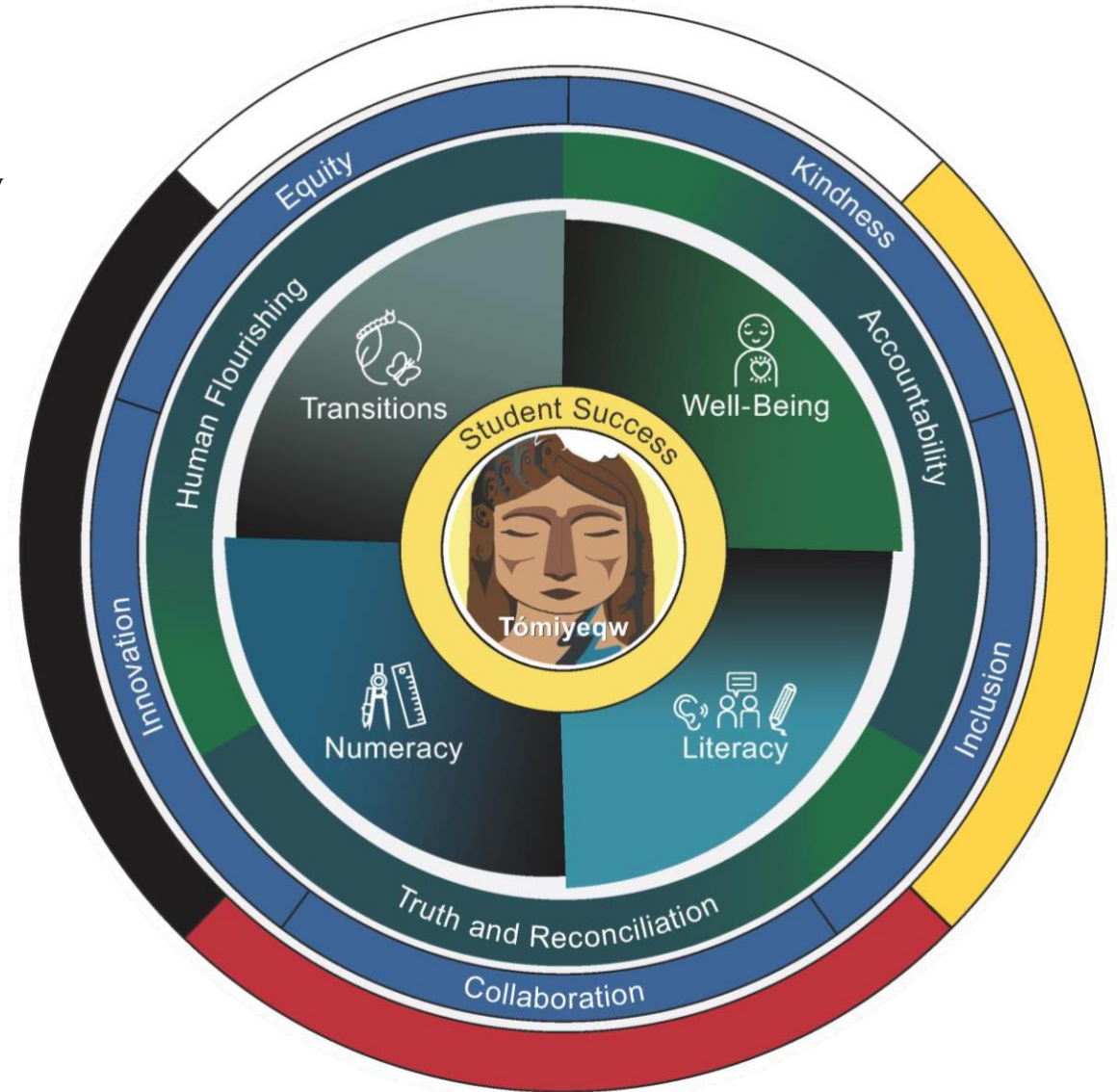
The framework is a series of concentric circles which speak to the circles of care that we practice in our work. The medicine wheel sits in the outer ring. It represents the cardinal directions and the four quadrants of self: physical, mental, emotional and spiritual. The inner rings hold our values, 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.

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



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

- Helping Teacher Residencies
- Inquiry Projects with Dr. Leyton Schnellert
- Explore and develop visuals kits on SharePoint (schedule, routines, first then) for classroom, office, playground use
- Explore SORA to ensure representation of all when accessing reading material
- Daily Literacy Skills Blocks to support the development of foundational literacy skills
- Implementation of District Assessments in Literacy such as the ACT, Grade Wide Write, and Word Inventory
- Literacy Pull Out Groups responsive to student needs- Individual Reading Intervention, Group Intervention and Push in Intervention representative of student need based on specialized assessment data.
- Student Services Coaching / Co-Teaching Model
- Tier 2 Language Disorder small group support - Orton-Gillingham instruction, plus other targeted strategies, to remediate identified reading and writing issues.
- Explore Accessibility SharePoint to ensure knowledge of basic accessibility features in Word, PowerPoint, etc
- Participate in Brightspace course on CBIEPS and/or learning differences
- Recognition of and use of Indigenous Oral Storytelling Strategies
- School Wide Data Wall- for collection of numeracy assessments and achievements of students, along with corresponding SEL, academic and attendance data from the current year and prior.

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



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

- School Wide Data Wall- for collection of numeracy assessments and achievements of students, along with corresponding SEL, academic and attendance data from the current year and prior.
- Helping Teacher Residencies
- Enhancement teacher – residency at Middle Schools
- Inquiry Projects with Dr. Leyton Schnellert
- Development of School Based Numeracy Assessments that inform daily Numeracy Intervention Blocks targeting foundational math skill fluency.
- Daily Numeracy Skills Blocks to support the development of foundational numeracy skills
- Vertical Alignment of numeracy curriculum across Grade 6-8.
- Vertical Alignment of numeracy assessment practices across Grade 6-8.
- Participate in Brightspace course on CBIEPS and/or learning differences
- Daily Numeracy Intervention Blocks- targeting fluency of foundational math skills.
- Student Service Coaching Model
- Ensure accessibility features are available on assessments

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



A.D. RUNDLE MIDDLE
INTEGRATED ARTS & TECH

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

- Collaboration on CBIEP strategies for classroom instruction
- Student voice engagement groups
- Training and coaching on trauma informed approaches
- Align code of conduct with trauma-informed, anti-racism, anti-bullying, and anti-harassment principles
- Highlight SEL curriculum and MHL across courses and contexts
- Professional learning and resources for SEL, class profile development and PEACEFUL classrooms/schools
- Professional learning on supportive learning environments with student services (staff meeting, pro D, collab)
- Provide opportunities in classrooms for regulation (structures and routines)
- Professional Learning - SEL / MHL for students with disabilities
- Student voice engagement groups
- Focus on staff wellness with respect to Health and Safety and post-vention
- Support teachers to develop learner and class profiles to inform instruction, SEL and Positive Behaviour Supports (Tier 1, 2, 3).
- Use FBAs to create Positive Behaviour support plans
- Student Interest Groups and Classes- ADR Allies, Mamele , Agents of Inclusion, Chess Club, Dungeons and Dragons
- Flex Opportunities- PE Leadership, Leadership, Outdoor Education
- After School Clubs and Programming
- School Athletics
- Dual Track Programming- Integrated Arts and Technology Cohort Grades 6-8, Outdoor Education Grade 8
- Ensure collaboration between school, family, district and community

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

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

- Ensure insight transition information is complete
- Develop classroom routines, structures and supports that address known transition challenges (visuals, routines, expectations, SEL etc.)
- Ensure insight information is incorporated into classroom profiles
- Provide training and support for transition programs: Mamele/Link school leads to plan for middle school/high school transitions
- Provide Pre-transition meeting/tours for identified students
- SBT meetings for students with complex needs that include school, district, community partners (CDC, FVCDC, etc.)
- Provide opportunities for Student voice and agency on transition processes (school and or district)
- Ensure tier 2, 3 supports align with the needs of the incoming Vulnerable Student Needs
- SBT Processes/Structures Develop a school based Vulnerable Student tracking system to ensure early intervention for students not engaging or attending
- Participate in DRT to problem solve additional tier 3 supports
 - Bridge Team
(Early Years Coordinators, Counsellors, CYCW, Community Outreach Coordinator, Family Navigator)
 - Mémiyelhtel
 - Integrated Care
- Review and support Children Youth in Care Belonging Protocol
- Use Overview and Timeline of Transition document (link)
- Use [Transition Framework](#) and the Transitions Framework for Students with Disabilities, [Supporting Healthy Transitions](#)
- Use school, district and community supports to plan for priority learners and vulnerable students
- Ensure CBIEPS include transition goal with objectives and strategies tied to classroom learning
- Ensure a transition plan is developed for students with disabilities beginning at the age of 14 by reviewing the MOE and MCFD document [Supporting Healthy Transitions](#)

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
- E-Insight 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.

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