

Our conceptual framework is designed to communicate the big ideas that we believe about our school district in a visual, holistic fashion.

Features of the framework include:

The framework is wrapped in First Peoples Principles of Learning (FPPL), using the colours of the cardinal directions of the medicine wheel: White, Yellow, Red and Black. The layers of 'Mission, Vision and Motto' as well as Governance are positioned at the outer edges of the framework, representing the important role of keeping our organization moving in the same direction as outlined by our Vision:

A Statement About Learning

Learning must be engaging, relevant and meaningful, grounded in inclusive practices and First Peoples Principles of Learning, and committed to the growth of future-oriented citizens.

*~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.~*

**Rosedale
Traditional
Community
School**



HIGH QUALITY INSTRUCTION

Innovative, inclusive and research based instruction and assessment practices support the well-being of all learners and their readiness to be inspired and engaged in life-long learning.

TARGETED INTERVENTIONS

Timely and targeted supports are the cornerstone in creating a culture of equity and belonging where all learners thrive and reach their potential.



DATA DRIVEN DECISIONS

The intentional collection and analysis of meaningful evidence ensures that actions and decisions directly support the success of all learners.

COLLECTIVE RESPONSIBILITY

Common core values and shared responsibility for student success promotes deep collaboration and commitment to growth as educated citizens.



Goal

We are dedicated to ensuring that students are proficient in foundational literacy skills and increase their abilities, confidence and willingness to engage with language to acquire, construct and communicate in meaningful ways from Early Learning Years (pre-K) through to Grade 12.

Strategy

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).
2. We utilize competency-based assessments to assess student progress pre-K to grade 12.
3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

- FSA 4 (Reading / Writing)
- FSA 7 (Reading / Writing)
- Literacy 10 and 12
- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)

School Actions

- Foster common language and strategies to implement evidence-based Tier 1 and Tier 2 instruction and interventions
- Use assessment data to drive classroom literacy instruction
- Utilize K1 Intervention to target reading and writing
- Create opportunities for staff to learn and implement Universal Design for Learning
- Continue connection with Curriculum Department on research-based literacy practices
- Foster environment of collaboration and professional learning around reading and writing
- Literacy Lead teachers for Elementary and Middle
- Ensuring consistency and understanding of Running Records/PM benchmarks
- Use of Support Time to collaborate on Literacy strategies
- In class small group instruction (Tier 1 and 2) and LAT Small Group (Tier 3)

School Measures

- KLST
- Primary Assessments
- PM Benchmarks
- ACT
- Writing Samples
- FSA Gr. 4 & 7
- Student Self Assessments
- Classroom Assessments
- Student-Teacher conferencing



Goal

We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations from Early Learning Years (pre-K) through to Grade 12.

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).
2. We utilize competency-based assessments to assess student progress pre-K to grade 12.
3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

- FSA 4
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)

School Actions

- Foster common language and strategies to implement evidence-based Tier 1 and Tier 2 instruction and interventions
- Provide multiple access points for all learners using Universal Design for Learning
- Use data (SNAP, class observations/assessments) to inform instruction and intervention
- Small group Math instruction in all classes
- Understanding and professional learning on how to use new curriculum resources (manipulatives, referents, etc)
- Continued professional learning
- On-going numeracy collaboration
- Use of Support Time to share lessons and strategies
- Designated Numeracy Lead Teacher to share numeracy initiatives

School Measures

- SNAP
- Class Assessments
- FSA 4 & 7
- Student Engagement



Goal

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing and fulfillment.

Strategy

1. We understand, plan and deliver competency-based curriculum (curricular competencies and content) related to Social Emotional Learning and Mental Health Literacy.
2. We commit to truth, reconciliation and healing to address the inequity of outcomes for Indigenous learners. We address unconscious bias, systemic discrimination and marginalization to transform district culture.
3. We provide supports for the well-being of all learners.

District Measures

- Student Learning Survey grade 4, 7, 10 and 12
- EDI (Early Years)
- CHEQ (Kindergarten)
- MDI (Middle Years)
- BCAHS (BC Adolescent Health Survey)
- YDI (Secondary Years)

School Actions

Strategy 1:

- Building strong Tier 1 trauma informed instruction
- Using Strong Kids and Mind Up resources to build mindful strategies
- Embedding/Infusing Social Emotional Learning into class routines and structures
- Advisory/CORE Connect
- Use of quality literature to teach social skills, empathy, inclusion and diversity
- Morning Meetings to build classroom community
- Collaboration with Outside Agencies

Strategy 2:

- Include more opportunities to speak Halq'emeylem and consistent use of land acknowledgement
- Strengthening connection with Cheam Community, elders and council
- Learning in Place – place-based learning and school wide collaborations
- Building of local Indigenous resources
- Infusing language, lessons, arts and culture into classrooms
- Indigenous celebrations
- School Mural Land Acknowledgement
- Ensure all students engaged in conversations and activities that explore Truth and Reconciliation

Strategy 3:

- Use of competency-based IEPs
- Universal Design for Learning (UDL) in all classrooms
- SEL groups
- Celebration of Diversity
- Food Support/Community Connection (Starfish Backpack, Breakfast Program, Bowls of Hope, Food Hampers, RTCSS Support)
- Wellness initiatives

School Measures

- Core Competency Self-Assessment
- Attendance Data
- Office Referrals
- Counselor referrals
- Connection with Cheam Community



Goal

Students experience pivotal transition points throughout their education, from pre-K to Kindergarten, from grade to grade, school to school, and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners, so they successfully complete their education (pre-K through to Grade 12) with a sense of dignity and purpose, and opportunities to meet their goals.

Strategy

1. We target early years learning to ensure students are well supported during their transition to Kindergarten, throughout their elementary years and to middle school.
2. We utilize developmentally appropriate practices through the Middle Years Pillars (Advisory, Teaming, Collaboration, Exploratory) to foster growth through the adolescent years.
3. We ensure students find meaningful pathways, throughout secondary school and beyond graduation, including post-secondary, apprenticeship, college and workplace.

District Measures

- Grade to Grade Transition Data
- 5 and 6 Year Completion Rates (Graduation)
- Post-Secondary Transition Rates
- Attendance Rates

School Actions

Strategy 1:

- Early years intervention
- KinderFair
- Meeting with incoming K families
- Kindergarten Gradual Entry
- Ready, Set, Learn
- Welcome BBQ
- Gr. 5 to 6 Gym Blast
- Gr. 5 to 6 WEB
- Gr. 5 to 6 Parent Night
- Transition Meetings at all levels
- Counselor visits with new families
- School Tours
- Use of Green Files and Paradigm to share student information grade to grade

Strategy 2:

- Vertical Conferencing
- Support Time
- Advisory/CORE connect
- Collaboration with Grade/Curricular alike teams
- Buddy classrooms – whole school mentorship

Strategy 3:

- Intentional transitioning to high school
- Building early high school connections for at-risk students (Indigenous Ed, Inclusion Teacher, Student Services, Admin)
- Career Ed
- My Blueprint
- PATH
- DRT

School Measures

- Participation Rates for Early Years – Ready, Set, Learn, Kinderfair, Kindergarten Mini Sessions
- Use of Green Files to inform instruction
- Participation Rates for Gr. 5 to 6 Transition (WEB, Gr. 5 to 6 Parent Night)
- School attendance and behaviour data
- Successful High School Transition – attendance and graduation rates for RTCS students