

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:

~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.~

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.

Insert School Name Here

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.

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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

- Collective responsibility amongst teachers and learning support teachers to provide small group instruction and intervention
- Double dose intervention occurring both as push-in support and pull-out support
- Bi-weekly meetings to monitor students' reading progress
- Consistency use of assessment to determine students' strengths in reading: PM Benchmarks (comprehension, miscues, reading level), Hearing and Recording Sounds (phonemes), Phonemic Awareness Screen (blending, segmenting, rhyming)
- Common language of reading strategies at Tier 1 and Tier 2
- Consistent support for English Language Learners
- Oral Language and Vocabulary small group support
- Morning Message (school wide)
- Annual review of reading materials
- Dedicated to diversifying our library collection
- 'Book it Forward' program to encourage out-of-school reading time
- School Wide assessment training: Running Records, ACT
- Literacy Kits
- Literacy Grant used to expand Story Studio understanding and materials

School Measures

- PM Benchmarks/Running Records
- Concepts of Print
- KLST
- Phonemic Awareness
- Primary Assessments
- ACT
- Weekly Meetings
- Data collection
- Schoolwide PM Spreadsheet
- Raptor Reading
- Learning Support Team Mtgs.
- Reading and writing conferences
- Oral Story Telling
- SWAP
- FSA (Reading/Writing)
- Writing samples



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

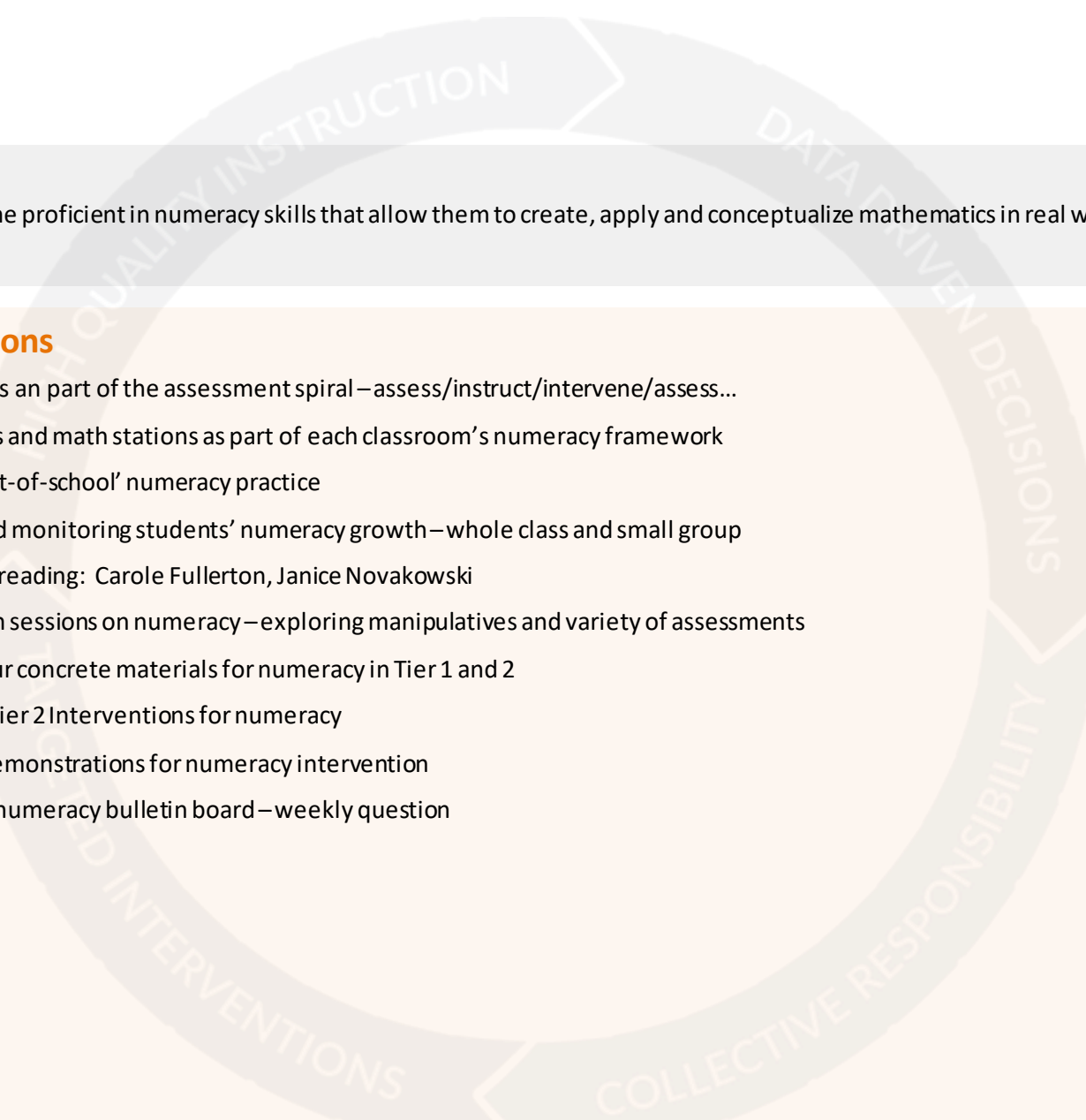
- FSA 4
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)

School Actions

- Using SNAP as an part of the assessment spiral – assess/instruct/intervene/assess...
- Number talks and math stations as part of each classroom’s numeracy framework
- Prodigy – ‘out-of-school’ numeracy practice
- Assessing and monitoring students’ numeracy growth – whole class and small group
- Professional reading: Carole Fullerton, Janice Novakowski
- Collaboration sessions on numeracy – exploring manipulatives and variety of assessments
- Expanding our concrete materials for numeracy in Tier 1 and 2
- Developing Tier 2 Interventions for numeracy
- Classroom demonstrations for numeracy intervention
- School wide numeracy bulletin board – weekly question

School Measures

- Numeracy continuum
-correlates with SNAP
- Fluency (like Xtra Math)
- Small group conferences
- Leaps & Bounds





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 wellbeing 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 1/2

School wide approach to...

Tier 1:

- Self-regulation (Zones of Regulation)
- Problem solving/resolving (WITS, Restorative Circles)

Tier 2:

- NEST (small group support using CALM, Strong Kids, Mind Up)
- SEL groups (big feelings, social, growth mindset, friendships)

Indigenizing Curriculum

- First Peoples Principles of Learning
- Six Cedars
- Visual Representation
- Announcements include cultural celebrations and Halq'emeylem Word of the Week

Inclusion/Diversity

- Class Reviews (Bruce Perry's 6 core strengths, inclusive model based on Brownlie & Moore)
- Diverse books in the library
- SOAR Matrix teaching and reinforcing
- Welcoming students when they enter the school grounds and school each morning
- SBT Referral Meetings to stay connected w/ student needs
- Student Leadership opportunities
- Weekly e-blasts w/ content that is representative of our community (culture, ability)
- After School Collab focused on Inclusive and Competency Based IEPs for ALL staff (I & CB IEPs 2020-21)
- Inclusive and Competency Based IEP roll out (2021-22)
- Ensuring ALL staff are included in meetings (EA, Teacher, ALL staff meetings)
- Adjusted Monday Memo Meeting time so EAs could join
- Bulletin Board displays are representative of all of our students
- Early Intervention to Mental Health

School Measures

Development Measures here

- CYCW or EA push into classes to support NEST student leaders in sharing their learning
- Social Responsibility Performance Standard
- MDI
- Student Learning Survey
- Peer Leadership applications
- Core Competencies
- Paradigm to monitor Behaviour Support forms



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

- Welcome to K day
- Gradual Entry – EA in all Kindergarten Classrooms
- Kindrefair/Ready, Set, Learn
- Mini-sessions and K interviews
- Meet with families and CDC to support smooth transition to K
- Class Placement meetings
- Common language/strategies between teachers to ensure consistency, predictability and transference of skills
- PVP phone calls to previous schools to obtain info before student arrives to set up for success
- Gr. 5 transition meetings
- Middle school gym blast w/ longer opportunities for students w/ diverse abilities
- IEP/IEP Review Meetings to ensure information is shared and passed on
- SBT Meetings
- Class Reviews
- File Reviews
- Mental Health support for transitions

School Measures

- KLST
- Green Files
- Paradigm
- IEPs
- Ready/Set/Learn
- Attendance