

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

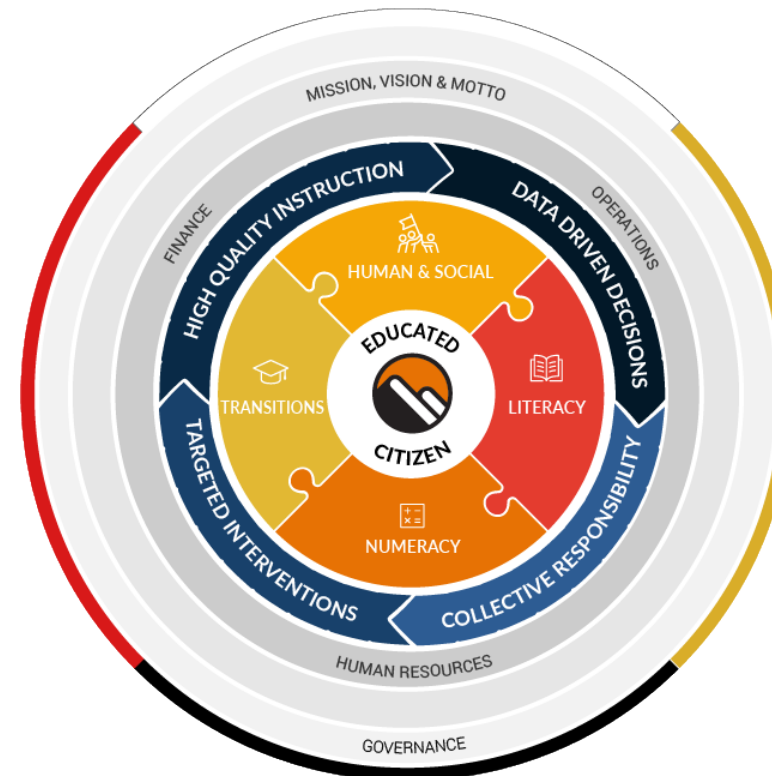
HIGH QUALITY INSTRUCTION

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.

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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

1. **Work to develop language development opportunities for students in the early Primary Year (eg: Talking Tables, Moe the Mouse, Heggerty)**
2. **Work to develop some common opportunities for regular development of pre-reading strategies in the early Primary years (eg: ABC Boot Camp)**
3. **Work as a Primary Staff to implement Story Studio as a common strategy for student story telling & writing.**
4. **Work with District Staff (Hollie) to continue to explore reading & writing strategies based on (district initiative) the work of Jennifer Seravallo and Science of Reading strategies.**
5. **Work with District Staff (Karen) to explore initiatives in the Science of Reading strategies.**
6. **Continue to implement K/1 Intervention in reading based on KLST and PM Benchmarks to a targeted group of students who require additional support.**

School Measures

**Student performance on OL Tasks
District Letter
Screening Assessments**

School Wide Writes

Seravallo Assessment strategies, ACT, PM Benchmarks, SWW

KLST & PM



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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.

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

School Actions

1. To develop and implement a numeracy boot camp for student in early Primary to allow students to learn number concepts & relationships.
2. To continue to use the SNAP both as a teaching tool and to collect base line data on student learning in grades 2 - 5.
3. Work as a staff to develop opportunities to use hands-on resources and manipulatives to improve student learning (based on gaps in student learning data) based on the SNAP (and other classroom based assessments)
4. To explore opportunities for students to problem solve and communicate mathematical thinking through various resources (eg: Mathology)
5. To explore opportunities for the use of technology to improve student interest and engagement in Math

School Measures

Class Observations & Assessments

SNAP & Class Observations & Assessments

Use of thinking & math problem solving rubrics

Student engagement in math tasks using technology



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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

1. **Continue to discuss and implement EASE strategies (Everyday Anxiety Strategies for Educators) from K – 5 as was started in the 2020 – 21 school.**
2. **Work with the PBS Committee to implement our Positive Behavior Approach and a Common Language through our PBS Matrix.**
3. **Work with our Indigenous EA and Staff to review and implement feedback from the Equity Scan.**
4. **Work with our Indigenous EA and Staff to ensure First People Principals of learning are part of the fabric of learning opportunities for students.**
5. **Work as a staff to ensure that outdoor learning opportunities and environmental awareness are integrated into learning outcomes.**

School Measures

SBT and counsellor referral Data

Behavior Data from Paradigm

Staff & Parents surveys and feedback of opportunities provided

Staff & Parents surveys and feedback of opportunities provided



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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

1. **Continue with 4 transition activities for students entering Kindergarten including : (a) Develop a Welcome Video (January) (b) Ready, Set, Learn Fair (February) (c) Kinderfair & Early KLST Pre-Screening (April/May) (d) Parent Night (June).**
2. **Continued use of Classroom Review meetings (process) to review the strengths, needs, resource and supports for each classroom in the school. (including collecting and share data in green files and paradigm)**
3. **SBT, CORE to work with teachers and staff to support individual needs in the classrooms.**
4. **Continues to work with Vedder Middle School on transitioning kids from grade 5 to grade 6. (parent nights, staff visits, transition activities).**

School Measures

Parent Feedback from the K Transition Process

Review of staff feedback from class review meetings

Review of CORE and SBT minutes

Feedback from parents and students on VMS actiities