

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

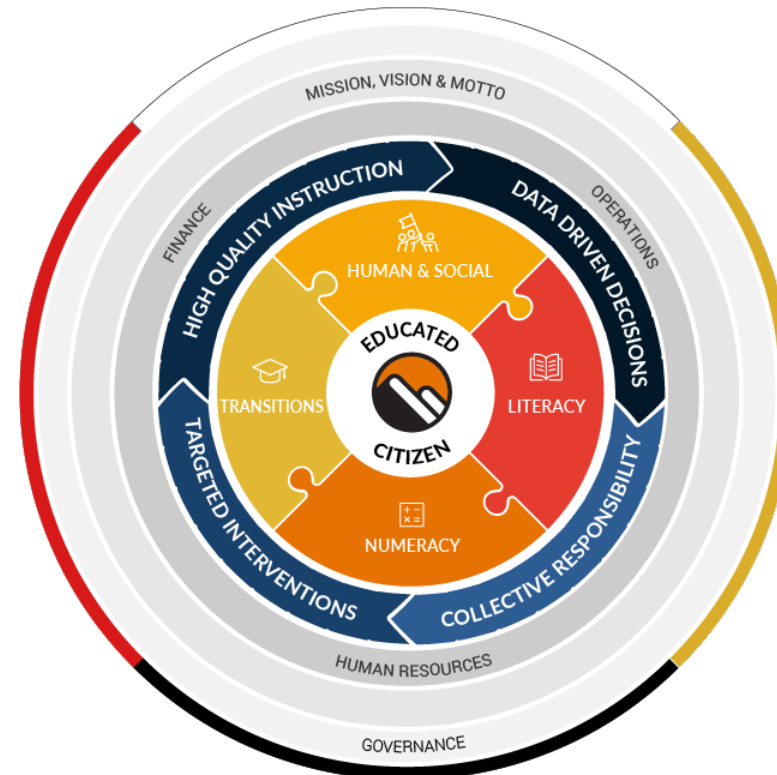
HIGH QUALITY INSTRUCTION

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.



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 Kindergarten through to Grade 5. Our goal is for 70% or more of students reading fluently, with comprehension at grade level by the end of Grade 5.

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 Kindergarten to grade 5.
3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

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

School Actions:

All actions fall under the IAT Implementation Pillars:

- ❖ Collaborative Culture
- ❖ Visionary staff
- ❖ Authentic Learning
- ❖ Integrated Disciplines

****Targeted Tier 3 Literacy Interventions for all grades****

K/1

- Morning Message, Circle Times and Morning Meetings; Read Alouds
- Orton; PWIM; SWAP
- Daily 3
- Literacy-based Centres and Literacy games
- Story Workshop
- Animated Alphabet/Literacy – letter lessons
- Phonological and Phonemic Awareness lessons; Moe and Talking Tables
- Music Literacy
- Term 3 Deep Dive integrated arts and technology project based learning opportunities

Gr. 2-3

- Morning Message, Morning circle time and meetings
- Daily 5
- Guided Reading
- Story Workshop; Writer's Workshop and Author's Chair
- SWAP; PWIM; Jen Jones/Jamieson Rog
- Phonics focus
- RAZ/EPIC
- Orton Gillingham strategies
- Double dosing
- Term 2 & 3 Deep Dives integrated arts and technology project based learning

Gr. 4-5

- Guided Reading
- Word Work
- ACT
- Jennifer Serravello, Adrienne Gear reading and writing strategies
- Read Alouds, choral reading and Silent reading/Book Talks
- Daily 5 / Jones-Rog
- SWAP
- Musical Literacy
- Terms 1-3 Deep Dives integrated arts and technology project based learning

School Measures

Literacy Measures here

PM Benchmarks
ACT assessments

K/1 assessments:

-letter ID
-phonemic awareness
-KLST scores
-self assessments

Gr.2/3 assessments:

-Writing conferences
-District Assessments
-Portfolio on FreshGrade

Gr. 4/5 assessments:

-Anecdotal
-Written work



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 Kindergarten through to Grade 5

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 K to grade 5.
3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

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

School Actions

Numeracy Actions here

All actions fall under the IAT Implementation Pillars:

- ❖ Collaborative Culture
- ❖ Visionary staff
- ❖ Authentic Learning
- ❖ Integrated Disciplines

Number Concept; Number Computation; Mental Math

Number Talks

Math journals

Daily 3

Targeted lessons

Math games

SNAP

Math in nature/play based Prodigy

K/1 Term 3 Deep Dive integrated arts and technology project based learning opportunities

Gr. 2/3 Terms 2 and 3 Deep Dive integrated arts and technology project based learning opportunities

Gr. 4/5 Terms 1-3 Deep Dive integrated arts and technology project based learning opportunities

School Measures

Numeracy Measures here

SNAP data (Gr.2-5)

formative assessments: observations, checklists, exit slips

summative: student work; demonstrations of learning; quizzes/tests



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.

School Actions

Human and Social Development Actions here

- ❖ Zones of Regulation
- ❖ Social Emotional Learning (SEL) targeted class lessons
- ❖ Small group lessons (social groups)
- ❖ Mental Health Literacy
- ❖ Growth Mindset
- ❖ CALM program
- ❖ Mind Up
- ❖ Mind Yeti
- ❖ Peer Leaders
- ❖ PBS Character trait / behaviour expectations Monthly Focuses:
Respect, Open-Hearted, Always Cooperative, Responsible
- ❖ Deep Dive Project Based Learning

- **Integrated Arts and Technology Deep Dive project-based learning:**
- Provides students choice which helps them to feel connected to their school
- Allows them to shine in a way that they feel most comfortable and is personalized
- Embraces that everyone has different strengths and talents

School Measures

- Leary 10s
- Anecdotal records
- Observations
- Interviews / Collect student narratives
- Surveys
- School-Wide Behaviour Expectations Matrix
- Office referrals/Paradigm data collection

District Measures

- Student Learning Survey grade 4
- EDI (Early Years)
- MDI (Middle Years)



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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.

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

Transitions Actions here

School Measures

Transitions Measures here

