

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.

**Stitō:s Lá:lem Toti:lt
Elementary Middle School
Growth Plan**



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.

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

Data-Driven Instruction: Use assessment data to drive classroom literacy instruction, with teams analyzing and planning instruction accordingly during Support Time.

Instructional Planning: Foster common language and strategies to implement evidence-based Tier 1 and Tier 2 Instruction and Interventions and use in-class small group instruction (Tier 1 and 2) and LAT Small Group (Tier 3) Develop instructional plans that address student strengths and needs based on data, providing access points for all students.

Targeted Interventions: Utilize K1 Intervention to target reading and writing, utilize early learning collaboration teacher assigned to Stito:s, provide multiple access points for all learners using Universal Design for Learning (UDL), and implement strength-based, meaningful, and responsive literacy interventions by both classrooms and support teachers.

Literacy Leadership: Designated Literacy Lead Teacher(s) to share numeracy initiatives and strategies with staff and facilitate staff meetings and Support Time.

Literacy Events and Resources: Conduct literacy events (One School One Book, After School Literacy collab, ACT assessments) and invest in varied, high-interest reading materials to engage students.

Professional Development: Offer training on current instructional strategies, Universal Design for Learning (UDL), and evidence-based Tier 1 and Tier 2 instruction and interventions to staff. Continue connection with the Curriculum Department on research-based literacy practices as well as fostering an environment of collaboration and professional learning around reading and writing.

School Measures

- KLST
- Primary Assessments
- PM Benchmarks
- ACT
- Writing Samples
- School Wide Write
- 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

Promote Growth Mindset: Understanding and professional learning around how to use new curriculum resources (manipulatives, referents, etc.). Fostering a growth mindset to enhance numeracy routines and strengthen number sense within the learning community.

Data-Driven Planning: use and analyze data (SNAP, class observations and various assessments) to inform instruction and intervention based on student strengths and learning needs.

Targeted Instructional Plans: Foster common language and strategies to implement evidence-based Tier 1 and Tier 2 instruction and interventions (Small Group Math Instruction in classrooms). Develop instructional plans with access for all students. LAT Tier 3 strategies.

Effective Interventions: Provide multiple access points for all learners using Universal Design for Learning (UDL) and implement strength-based, meaningful, and responsive numeracy interventions by both classrooms and support teachers.

Numeracy Leadership: Designated Numeracy Lead Teacher(s) to share numeracy initiatives and strategies with staff and facilitate staff meetings and Support Time.

Resource and Training Support: Continued professional learning, on-going numeracy collaboration, and foster common language and strategies to implement evidence-based instructional interventions. Use of Support Time to share lessons and strategies. Provide SNAP training and further acquire Math Manipulative kits and referent texts for teachers.

School Measures

- SNAP
- FSA 4 & 7
- Class Assessments
- Student Engagement
- Commitment to Focused Professional Learning
- Utilizing District Numeracy coaches
- Accessing resources specific to identifying intervention needs



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.

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

Implement SEL and Mental Health Literacy in every classroom (Tier 1) and offer targeted small group (Tier 2) and individual (Tier 3) supports based on student needs.

Develop strong Trauma-Informed Instruction and embed SEL into daily class routines and structures.

Collaborate with external agencies, utilize Student Learner Profiles for planning, and create Wellness and Kindness Initiatives.

Foster strong staff-student connections through teaching teams, core classes, and various student activities and clubs. Check ins with students and staff on a consistent basis and holding space for conversations.

Integrate Indigenous content and First Peoples Principles of Learning into all classes, and engage students in discussions about unconscious bias, systemic discrimination, and Truth & Reconciliation.

Infusing Indigenous language, lessons, arts, and culture into our classrooms.

Learning in Place- place-based learning and school-wide collaboration

Provide universal support, including a school food program offering breakfast, snacks, and lunch to all students.

Use of competency-based IEPs and Core Competency Self Assessments.

Universal Design for Learning (UDL) in all classrooms.

School Measures

- Core Competency Assessment
- Equity Scan
- MDI
- Student Learning Survey
- Attendance Data
- Office Referrals
- Counselor Referrals
- Connection to Tzeachten and Soowahlie Communities

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)



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.

SCHOOL ACTIONS

Transition Planning: Admin and counseling teams from feeder elementary schools coordinate transition planning in Spring, including meetings and information sharing about students’ academic, social, and emotional profiles. Meet with incoming K families and Kindergarten Gradual Entry. A further focus on building early high-school connections, particularly for at-risk students (Indigenous Ed, Inclusion Teacher, Student Services, Admin) and transitions between Elementary and Middle years (5 &6).

Student and Parent Engagement: Counseling teams visit elementary schools. We engage in Ready, Set, Learn, host a Grade 6 Parent & Student Information Evening, and facilitate a WAVE Orientation Day and school tours to ease transition worries and build connection.

Information Sharing: Teachers input student information into the Paradigm system, which is shared with school staff for informed planning of class placements and supports. The use of Green Files to share student information. Updated school, website and calendar (weekly newsletters and clear communication home to parents and guardians).

Integration: Students are placed in Core divisions with 1-2 main teachers focusing on relationship-building and have access to diverse extracurricular activities and support staff (buddy classrooms-whole school mentorship)

Ongoing Support: Current elementary and middle school teachers and support staff update student information in Paradigm, with additional support provided through the School Based Team for at-risk students. Working with our Family of Schools to identify and support at-risk families across grades and schools to ensure a streamlining of support and resources.

Secondary School Transition: Information about students is shared with secondary school staff, with orientation days and open houses organized to help students and parents familiarize themselves with the new school environment.

District Measures

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

School Measures

- Attendance Data
- DRT Referrals
- Use of Green Files to inform Instruction
- Participation Rates for grades 5 to 6 Transition (WAVE, Grade 5 to 6 Parent Night)
- E-Insight Data
- Articulation Meetings
- Class Profiles
- Successful High School Transition-attendance and graduation rates for SLT students