

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.



Strategic Plan 2021-2025

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.~

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 & Thinking)

School Actions

Literacy Actions here

1. Establish scope and sequence for grades 9-12 core competencies in all subject areas
2. Offer the opportunity for students to demonstrate learning in a variety of ways
3. Establish common assessment language and proficiency scales
4. Increased access to technology to enhance learning
5. School wide focus on inquiry
6. Emphasize literacy across all subject areas
7. Implement competency based assessment and reporting

School Measures

Literacy Measures here

1. Literacy 10 and 12 Provincial Assessment
2. Course completion rates
3. Student self-assessment
4. Capstone presentations



Strategy

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

Numeracy Actions here

1. Targeted and timely interventions
2. Offer specific FLEX session
3. Math Centre at lunch
4. Using whiteboards in classrooms
5. Using grouping to support students in class
6. Common Assessment language across the departments
7. Offering LS 9 as a bridge from Middle schools and as a skill development
8. Connecting data to concepts
9. Applying Math concepts to real world situations
10. Implement Competency Based Reporting

School Measures

Numeracy Measures here

1. Increased participation in FMP 10
2. Success rate of LS Math 9 to Math 9
3. Course completion rates
4. Numeracy 10



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.

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

Human and Social Development Actions here

1. Mental Health Awareness initiatives
2. Internet safety education– digital citizenship
3. Ensure First Peoples Principles of Learning are embedded within all grades and subject areas
4. Monthly opportunities for the Indigenous Education Department to present and support staff at staff meetings
5. Complete the District Equity Scan
6. Multiple programs to support a diverse community of learners (ie. Pathways, Connections)
7. A variety of student extra curricular activities to support all students
8. Using diverse resources produced by a variety of sources

School Measures

Human and Social Development Measures here

1. Student Learning Survey
2. High Levels of attendance
3. High engagement in extra curricular activities
4. Students can articulate First Peoples Principles of Learning
5. Equity Scan data



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

Transitions Actions here

1. Capstone Presentations
2. Link Crew
3. Analyzing Term and Semester completion Data
4. Articulation Meetings
5. Mini-Cycle
6. Grade 8 Information Evening
7. Developing Community Partnerships
8. Family of Schools Meetings
9. Inclusion Teacher

School Measures

Transitions Measures here

1. Grade to Grade Transition Rates
2. Graduation Rates
3. Indigenous Graduation Rates
4. Capstone Presentations
5. Students attending post-secondary programs

District Measures

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