

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:

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.

*~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.~*

Bernard Elementary School



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

- Common times for Language Arts experiences for all grades. Allows for platooning across grade levels
- Prepare a set of school-wide strategies that all teachers will draw from in their teaching of reading (common strategies, common vocabulary, implementation of running records, analyzing data from daily guided reading)
- Develop common language that align with Core Competencies (making connections, inferring, predicting, reflecting, etc.)
- Use of PM Benchmarks for those students who are working well below grade level in reading at the intermediate level to support instruction. Double dose of reading support provided for all students not meeting expectations. This will be done by classroom teacher, K/1 intervention, learning support, Early Literacy Residency,
- Involving students in the learning process through identifying/setting criteria , goal setting, self and peer assessment
- Support Literacy PRO-D opportunities (Residency program, literacy support teachers, etc.)
- Opportunities to engage in learning experiences based on indigenous ways of knowing
- Reading Power /Writing Power- (fiction and non-fiction) in Classrooms
- ACT – all teachers have been trained (Fall 2020) and supported in facilitating the ACT.
- KLST to identify Kindergarten students for Talking Tables and Moe the Mouse
- Embedding hands-on learning and higher level thinking skills in mainstream curriculum
- Using the RTI system to ensure timely and targeted interventions for students based on school-wide screening throughout the year
- School wide reading celebrations- Read- a thon-, Family Reading Night, One School/One Book- (Matilda 2020, Flora and Ulysses 2021, Charlotte Web 2021, Dear Day, Monthly Bingo and prizes, and adopt a school initiative
- School wide RTI support Tier 1 and 2 interventions for students based on school-wide screening
- Use of Primary District Assessments to provide information and implement strategies to target phonics and phonemic awareness for students
- Regular collaboration sessions to monitor our students and plans for success
- SBT meeting to meet with families of our most at-risk in reading
- Increased Indigenous resources to support First People Principles of Learning and provide voice and context to stories explored in class.

School Measures

Reading (PMB)

K=95% (Letter ID & Sound and Word)

Gr.1= 80%

Gr.2= 85%

Gr.3= 90%

Gr.4= 95%

Gr.5= 100%

Writing (SWW)

Gr.1=

Gr.2=

Gr.3= 95%

Gr.4= 95%

Gr.5= 95%

ACT-

Gr.3=

Gr.4=

Gr.5=

FSA- % Meet/Exceeding

Reading Writing-

June 2021



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

- School wide use of SNAP
- Teachers from Grade 1- 5 using Math Pre-Assessment and Leaps and Bounds as a teacher resource
- Implementation of Number Talks in classroom
- Co-construct an understanding of balanced numeracy approach and alignment with BC Curriculum
- Embedding hands-on learning and higher level thinking skills in mainstream curriculum
- Targeting interventions for students based on school-wide screening
- Use of Jump Math- effectively
- Continue to focus on students and their learning profiles
- -RTI Targeting interventions for students based on school-wide screening
- Use of Primary District Assessments to provide information
- STEM Activities in grade 4/5 to promote critical thinking
- Weekly Math contest to promote mathematical reasoning and estimation skills
- Using the RTI system to ensure timely and targeted interventions for students based on school-wide screening throughout the year
- Regular collaboration sessions to monitor our students and plans for success
- SBT meeting to meet with families of our most at-risk in numeracy
- Continued small group targeted instruction
- songs, pro-d, number talks, collaboration
- pro-d, EA in classroom
- consistency amongst grades
- more manipulatives in classrooms
- manipulatives for each classroom to engage and support learners

School Measures

FSA- % Meet/Exceeding

Numeracy - 90%

SNAP- June 2022

Grade 2- N.S. /Operations

Grade 3- N.S. /Operations

Grade 4- N.S. /Operations

Grade 5- N.S. /Operations

Grade 6- N.S. /Operations

JUNE 2022

Report Cards –Math Overall

% Meeting/Exceeding



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

- We will make connections to Indigenous culture and will bring authentic Indigenous resources and people into school.
- Monthly assemblies celebrating personal and social responsibility accomplishments of students
- Staff and students utilizing the student-friendly behavior matrix with "I Can" statements.
- Reflections sheets which mirror the Behaviour Matrix to help students reflect on behaviour and identify actions for next time.
- Collaboration- schedules collaboration around Mental Health and Wellness Initiatives
- Compassionate Systems Awareness- implementing tools to meet students and staff to where they are at
- School Programs that foster connectedness- Breakfast Program (8:25-9:15), Shelter Program (9:20-10:15), Life/Foundational Skills- (10:30-12:20), Exploratories – (1:05-2:00)
- Check n Connect with our CYCW
- Parent nights- informational nights to support families in our community in promoting Health and Wellness as well as Academics (delayed due to COVID)
- Lunch Club- check in with students every lunch hour
- Zones of Regulations- all teachers and students will be using Common Language around Zones of Regulation
- Provide an increased number of structured activities for students to choose from at break times, and direct instruction for how to manage during unstructured activities. Continue the Peer Leader program and teach peer leaders how to organize and run activities on playground.
- Continue developing and emphasizing restorative practices, to focus on learning rather than punishment
- Restorative Circles implemented in most classrooms.
- Continue to facilitate events that bring families and communities together (Open Houses, family reading nights, Family nights, etc)
- Teachers will regularly (daily or weekly) communicate via Emails, phone calls, website, newsletter, blog, planner, etc
- Continue to facilitate and expand on program that bring families and community together (afterschool program,- Afternoon Adventures, Second Day Art Club etc.)
- Staff will invite visiting artists, guest readers, volunteer coaches, Chiefs/sports teams, inspirational or motivational community members, etc.
- Promote kindness and virtues in our community through recognition and prizes
- Peer Leaders-leadership and mentoring opportunities to support all learners

School Measures

- Collection on Behaviour Communication Forms
- S.P.A.R.K.- Behaviour Matrix
- Success Assemblies
- EBS Committee
- Strong Kids
- Big Life Journal
- Little Spot Series
- BC Performance Standards for Social Responsibility (3 or 4 on the rating scale)

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.

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

- Middle School- continue providing opportunities for our Grade 5 students to meet, tour, and take part in articulation activities throughout the year
- Friday Friends- opportunity for students to meet different staff members and develop connections, relationships and practice virtues and skills around making friends and supporting each other.
- Collective Responsibility- all staff ensuring success of all students and taking an active part in their growth
- Ready Set Learn to welcome students into Kindergarten
- Strong Start to connect with families in our community
- Daily/Weekly monitoring of students struggling with attendance. Families are personally connected by their case manager.
- New student/family tours and introductions
- Teacher input on class lists to consider strengths, needs and friendships to ease transitions
- Assigning EAs to all Kindergarten classroom to help with the transition.

School Measures

Transitions Measures here