

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.*

**Tyson 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

- \*Use of collected assessment data to plan for instruction and timely interventions in all grades
- \*Invitations to our district Curriculum Literacy Teachers (Mrs. Allan and Mrs. Redden) to team teach and demonstrate best practice in literacy instruction in classrooms; Lunch and Learn session on teaching phonics; targeted and systematic phonemic and phonological instruction
- \*K/1 intervention provided in response to demonstrated need provided by our Learning Assistance Teacher, Mrs. Wegener
- \*Moe the Mouse and Talking Tables instruction to develop oral language and some pre-reading skills for Kindergarten students
- \*Strong Tier 1 instruction in classrooms and Tier 2 supports provided by LA/RT Teachers, ELL Teacher, Speech Language Pathologist, and Teacher for the Deaf and Hard of Hearing, in addition to the classroom teacher
- \*Promotion of the After School Learning Series workshops provided by the Curriculum Department
- \*Book Tasting activity to expose intermediate students to a variety of literature
- \*Use of Daily 5 to support small group intervention for literacy instruction (guided reading), as well as some whole group lessons
- \*Continue to build up our Story Workshop cart with materials to develop oral language and writing skills
- \*Release time for teachers to observe colleagues teaching within the school as an opportunity to learn more about an area of interest
- \*Promotion of materials and resources from our Librarian, Mrs. Nielsen, and team teaching research blocks; One School One Book, DEAR Day, Super Reader, Reading List Challenges, Reading Link Challenge, and Read-a-Thon
- \*Diversity audit taking place in the library
- \*Pre-school drop in sessions in the Library in May and literacy ideas shared with parents at the KinderFair event

### School Measures

- \*Assessment of Comprehension and Thinking (ACT)
- \*PM Benchmark running record assessments
- \*Student writing samples
- \*District Primary Assessments
- \*Grade 4 FSA results (reading and writing)



# 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

- \*Use of collected assessment data to plan for instruction and timely interventions in all grades; use of the new Leaps and Bounds and Assessment resources to plan for targeted supports
- \*Invitations to our district Curriculum Numeracy Teacher (Mrs. Hayes) to team teach and demonstrate best practice in numeracy instruction in classrooms
- \*Strong Tier 1 instruction in classrooms, supplemented by resources from our Curriculum Department
- \*Hands-on learning opportunities, including the use of Counting Collections and manipulatives
- \*Focus on thinking and sharing of problem solving strategies through activities such as Number Talks and Which One Doesn't Belong
- \*Combination of whole group teaching and Daily 3 to enable instruction and interventions in a small group setting
- \*Use school resources to build up our Math materials cupboard
- \*Promotion of the After School Learning Series workshops presented by the Curriculum Department
- \*Release time for teachers to observe colleagues teaching within the school as an opportunity to learn more about an area of interest
- \*Creation of a Math bulletin board with problems for students to think about and try to solve

## School Measures

- Student Numeracy Assessment and Practice (SNAP)
- Teacher observation and assessment of skills
- \*Grade 4 FSA results (numeracy)



## 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

- \*Use of the ROAR matrix to foster and develop skills in the areas of responsibility, orderliness, attitude, and respect as well as recognizing students through the weekly ROAR slip draw at the end of each week
- \*Teach students to use their WITS when they encounter problems (Walk away, Ignore, Talk it out, Seek help)
- \*Small group instruction provided by our Child and Youth Care Worker to help referred students with emotional, social, and self-regulation skills
- \*Staff collaboration sessions focused on Dr. Jody Carrington's book, Kids These Days
- \*Cultural teaching provided by Ms. G, our Indigenous EA, along with members of the district's Indigenous Education Department and Steqoye, to share knowledge of drumming, singing, stories, and history from our local nations
- \*Involvement of the school community in planning for the annual Indigenous Student Success Grant
- \*Continued development and resourcing of our Indigenous story baskets in the library, to share stories and games with classes; teaching of lacrosse using the equipment purchased last year with the Indigenous Grant funds
- \*Use data collected through the PAWS (Positive Assistive Written Support) forms to plan for students who could use support with regulating behaviours
- \*Provide leadership opportunities for students in the way of lunch monitoring, playground assistants, and buddies
- \*Teach the CALM program, Zones of Regulation, and the EASE program to help students develop strategies for when they feel overwhelmed, worried, or dysregulated
- \*Incorporate flexible seating and fidget tools to support student focus and engagement
- \*Promotion of the After School Learning Series workshops presented by the Student Services Department

## School Measures

- Paradigm data
- Personal and Social Responsibility Competencies
- Grade 4 Student Learning Survey

## 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.

### District Measures

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

### School Actions

- \*Host a KinderFair event for all of our incoming Kindergarten students in June so families can meet the teachers, tour the school, hear information about Kindergarten and how to prepare for September, and ask questions, as well as take home a bin of resources to help further develop Kindergarten readiness skills
- \*Weekly Preschool Reading Sessions in the Library beginning in May, to familiarize future students and families with the school and to develop a joy of literacy through reading and other activities
- \*Welcome package sent to all incoming Kindergarten families at the beginning of July
- \*Meet with families and consultants in June, for students who have been receiving support from the Child Development Centre or the Aboriginal Supported Child Development Program, to help ensure as smooth a transition into Kindergarten as possible
- \*Meet with the team from Vedder Middle School in the spring to be sharing information about Grade 5 students who will be transitioning there in September; students participate in a visit to the school for a tour; share information with parents about the VMS Parent Information Night when it is available; have a VMS administrator come and talk to the Grade 5 classes
- \*Provide teachers and EAs with a copy of student IEPs, SSPs, June Progress Reports, and the year-end meeting notes for any students who have them, once classes are determined at the beginning of September
- \*Teachers are encouraged to review previous year's assessments, behaviour incidents, and attendance information in Paradigm once they know which students are in their class at the beginning of the year

### School Measures

- Attendance rates for students
- Paradigm data
- Participation in the Preschool Reading Program and KinderFair