

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.

École Cheam Elementary



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 and Thinking)

School Actions

- Research and practice school-wide writing strategies
 - ‘The Writing Strategies Book’ / ‘Le grand livre des strategies d’écriture’, Jennifer Serravallo
- Develop comprehensive scope and sequence of essential literacy/language skills
 - English program *Language Arts* curriculum
 - French program *Langue-seconde (immersion)* curriculum
- Foster the love of reading
 - Library Book Club, “One School, One Book” event, World Book Day and other special events
- Review budget plan
 - Create long-range plan to refresh our English library collection and expand our French collection
- Review District Literacy/Language Assessments administered in French
 - Which assessments are better administered in First Language?
 - Are there alternate language assessments that better reflect student progress in Second Language (e.g. IDAPELS, currently being piloted)?
 - Are our targets realistic (i.e. GB+ Reading Levels)?
- Create French version of ACT (Assessment of Comprehension and Thinking)
 - Translate and review (align with *Français langue seconde- immersion* curriculum)
 - Pilot usage in class
- Review SBT model (see *Transitions*, Goal 4)

School Measures

- ✓ On-going collaboration at staff meetings
- ✓ In-service opportunities
- ✓ Feedback from staff
- ✓ SBT consultations



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.

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 pre-K to grade 12.
3. We implement data driven, timely and targeted instructional interventions for students.

School Actions

- Expand training and support for small group instruction and use of concrete materials
 - Follow CRA model (concrete/representational/abstract)
 - 'Big Ideas from Dr. Small' / 'Grandes idées pour l'enseignement des mathématiques', Marian Small
- Develop comprehensive scope and sequence of essential numeracy skills
 - English program *Mathematics* curriculum
 - French program *Mathématiques* curriculum
- Research and practice school-wide numeracy assessment strategies
 - Explore 'Leaps and Bounds Towards Math Understanding', Nelson Publications (various authors)
 - Explore 'Building Thinking Classrooms in Mathematics', Peter Liljedahl
 - Which assessments are better administered in First Language?
- Review SBT model (see *Transitions*, Goal 4)

School Measures

- ✓ On-going collaboration at staff meetings
- ✓ In-service opportunities
- ✓ Feedback from staff
- ✓ SBT consultations

District Measures

- FSA 4
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)



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

- Explore and expand use of various SEL strategies
 - Restitution, Mind-Up, Mind Yeti, ACES, Roots of Empathy, Friends, Zones of Regulation, EASE
- Full review of 'TBIRD Behavioural Expectations' matrix and '3-Stops' problem-solving strategy
 - Simplify for easier communication and understanding (and translate into French)
- Implement 'Play is the Way' program
 - Schedule regular 'Buddy Class' activities
 - Develop cooperative 'House Teams' model
 - Tie in 'Play is the Way' axioms implicitly with revised T-BIRD matrix
- Create outdoor 'indigenous' learning space
 - Indigenous garden, circular seating area, sensory walk
- Foster community partnerships
 - SD33 Indigenous Education Department
 - Shxwt'a:selhawtxw: Stó:lō Service Agency / Steqó:ye Program
 - Cheam First Nation
 - Métis Nation
 - Downie Wenjack Fund *Legacy Schools Program*
- Create 'Zen Zone'
 - Peaceful place for students that need a break
- Review SBT model (see *Transitions*, Goal 4)

School Measures

- ✓ On-going collaboration at staff meetings
- ✓ In-service opportunities
- ✓ Feedback from staff, students and parents
- ✓ SBT consultations

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

- Foster the development of a 'Growth Mindset' in all students
 - Develop student self-advocacy (self-assessments)
 - Include student voice in assessing class strengths and stretches
 - Use 'I can...' statements to express goals (curricular and competency-based)
- Develop early learning support program
 - Review 'Ready Set Learn' / Kindergarten Orientation event
 - Create additional opportunities for pre-school connections
- Review School-Based Team model
 - Class review consultations each term
 - Routine review of assessment data (literacy, numeracy, SEL)
 - Focused weekly problem-solving meetings
 - Regular review of support team case-load (4-6 week time-frame)
 - Targeted referral process (new forms)
 - Improved parent communication and involvement
 - Students implicitly involved in goal setting (Inclusive and Competency-Based IEPs)

School Measures

- ✓ On-going collaboration at staff meetings
- ✓ In-service opportunities
- ✓ Feedback from staff, students and parents
- ✓ SBT consultations