

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'emót: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.*

**Little Mountain 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.





# Strategy

## 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

#### Strategy 1

- Family Literacy Nights
- Letter formation
- Use of variety of books (levelled, high interest/low vocab, decodable)
- Use of school created "Scope and Sequence" – learning continuum)
- Literacy Rep to share info and resources at each staff meeting
- Continue to analyze stock of levelled book room
- Take advantage of Professional Development Opportunities (District)
- Curriculum teachers come to the school
- Cross curricular focus
- Start "Literacy Week" – Character Day, Battle of the Books, Book Club – promote adults that read for enjoyment
- Use of SWAP in the classroom
- Daily Guided Reading groups in classes
- Increased Phonemic Awareness lessons within primary classes
- Writer's workshop
- Use of various resources (Gear, Seravallo)
- Small group instruction
- Use of ACT (assesses curricular competencies)

#### Strategy 2

- Consistency of report card language
- Monthly Learning Support Meetings to discuss student progress
- Review and pull reports from Paradigm
- Writing Rubric (learning continuum Fall & Spring) – update BC Performance standards/improve ways to assess writing
- Re-Check number of PM Benchmark kits (goal of 1 per 2 classes)

#### Strategy 3

- Learning Support - Push in and pull out – based on needs of students (reading and writing)
- Reassess K/1 Intervention with teachers and Learning support staff (push in/play based approach)
- Buddy reading and Alpha Buddies
- Moe the Mouse
- Assessment results are tracked and reviewed
- Plan Tier 1 and 2 instruction based on formative assessment
- RTI

## School Measures

- October Assessments (ACT, PM Benchmark, SWW)
- Paradigm
- New writing rubric (learning continuum)
- KLST
- Fine Motor
- Running Records



# 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

### Strategy 1

- Math rotations – groups based on similar math levels to differentiate instruction
- Using SNAP (large posters) in math rotations
- Work on increasing Indigenous perspectives tied in with Numeracy - resources
- Number talks
- Counting collections
- Math Games
- Recall of Math Facts
- Ability to construct/deconstruct numbers
- Continue to invite in Curriculum teachers
- Attend Numeracy Professional Development
- Use of Numeracy Kits
- Use of Math Cupboards – sign out system (manipulatives)
- Math concepts connected to real life (school garden)
- Make more meaningful and cross curricular
- Promote more math games at home – book a Family Game Night
- Increased number of manipulatives in the classrooms
- Use of Carol Fullerton resources

### Strategy 2

- Use of SNAP ties in curricular competencies
- Create a schoolwide Numeracy Learning Continuum

### Strategy 3

- In class small group instruction
- Would like to look at how we can create opportunities for Numeracy Intervention

## School Measures

- SNAP Data
- Create Numeracy Learning Continuum – specific goals for each grade
- SNAP for K/1



## 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.

# Strategy

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

#### Strategy 1

- CALM Program – StrongStart and K/1
- Strong Start – Grade 2-3
- Strong Kids – Grade 4-5
- **Learning Continuum for Core Competencies**
- Push in lessons from school counselor and CYCW (Circle)
- Mind Up, Go Noodle
- Nature based learning
- **Share “At home SEL” lessons for parents tied to Strong Start/Strong Kids – consistent language**

#### Strategy 2

- Land acknowledgement
- Indigenous artwork around school
- Indigenous resources
- Applying First People’s principles of learning
- **Acknowledging all holidays ie. Diwali, Hannukah - possible committee for special occasions**
- Orange Shirt Day – teaching and walk
- **Indigenous plants used and learning regarding use of plants – reach out to learn from other schools and their project implementation**
- Resource tasting, bulletin boards
- Culturally relative, place- based learning
- **Building connections with our families – ideas to get them into school (suggested we talk to Central)**
- **ProD for staff - Blanket activity, name place tour**

#### Strategy 3

- CYCW – Roots of Empathy, small group SEL intervention
- Inclusive student plans (differentiated instruction, U.D.L.)
- Peace Corners in classrooms
- Consistent Language and self regulation strategies
- Sensory Hallway
- Consistent teaching of self-regulation strategies
- Well-being of all learners ( cooking, fine motor groups, art, bikes, The Den, Sensory room, Sensory Hallway, community life skills)
- **Gifted group (Stem/project centered)**
- Collective responsibility is a strength at LME “It takes a village”

### School Measures

- Core Competencies Self Assessment
- Learning Continuum for Core Competencies
- Demonstration and observation of behaviour/skills
- IEP Goals/Support Plans
- Graduation rates

### 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)



Strategy

**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**

**Strategy 1**

All Students:

- Green folders/paradigm
- Conversations with last year's team (teachers/EAs)
- Meet with next year's schools and support teams for students with an IEP
- Importance of introducing students to all staff (COVID has made this challenging – not seeing all teachers)
- Meeting time at the beginning of the year to discuss with previous teacher
- Transition meetings for students on IEPs with **both teachers**
- Information in one place (ie. Paradigm) - Importance of info being ready ASAP in Paradigm for new classroom teacher to see
- Target academic and social emotional growth
- Have students on an IEP visit schools more than once in slow transitions (ie. Visit parking lot, playground, resources room etc.)**
- Class profile – time at the beginning of the year to do this or to review the class list with SBT/Admin**
- How do we set students up for success the first two weeks back? Routines/ensure all staff have the info they need**
- Grade group rotations (helps see the mix of students in potential groupings)
- Early Literacy Collaboration - Gr. 2/3
- Create a Continuum of Learning across all grades**
- Move all supplies, that a student with an IEP is using to new classroom along with info to assist with transition**

Kindergarten Transition:

- K transitions (Ready, Set, Learn/Kinderfair/Gradual Entry)
- K/1 Intervention
- Inviting parents into the school – this has been missed
- Sessions with families about basic skills (toileting, speech, screen time, outdoor play etc.)**
- StrongStart, Wind and Tide
- Meetings with CDC

Middle School Transition:

- Transition meetings with Middle School
- School visits with some students to assist with transitions

**School Measures**

- Report cards
- Paradigm info
- Transition Index Cards

**District Measures**

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