

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.

Leary Integrated Arts & Technology Elementary



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.



LITERACY



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.

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.

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

We will continue to build our understanding and practice with:

1. **INSTRUCTION**
 - a. planning and delivery of Tier 1, 2, 3 instructional practices through:
 - i. Learning Continuum for Common Language (i.e. number sense/concepts)
 - i. Staff learning time:
 - i. Integrated Disciplines: High Quality Competency-Based Instruction
 - ii. Collaborative Culture: Vertical/Horizontal Grade Collaboration
 - iii. Authentic Learning: Deep Dives, Project Based Learning, Art Rotations
 - iv. Visionary Staff: Collaboration with Learning Services
2. **ASSESSMENTS**
 - a. developing common understanding of assessments (i.e. purpose & design) and analyze assessment information:
 - i. Staff learning time
 - ii. Collaborative Intervention Team & Staff Time
 - iii. Collaboration with Learning Services
3. **INTERVENTIONS**
 - a. using student assessment information to provide interventions that are responsive and aligned with individual student need:
 - i. Staff learning time
 - ii. Collaborative Intervention Team & Staff Time
 - iii. Collaboration with Learning Services

School Measures

1. Develop Learning Continuum for Common Language
2. Staff reflections
3. Staff professional learning
4. Evidence of Authentic Literacy Learning
5. Fluidity of students in learning support groups
6. Increases in school- based data
7. District/Provincial Assessment
 - a. Letter ID, Concepts of Print, ACT, PM, FSA



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Student Achievement

Assessment	Spring 2024 (at or above benchmark)	Spring 2025 Goal (at or above benchmark)
Reading (PM Benchmark)	47%	60%
Reading (ACT)	41%	55%
Writing (Writing Sample)	42%	55%

School Measures

1. Develop Learning Continuum for Common Language
2. Staff reflections
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5. Increases in school- based data
6. District/Provincial Assessment
 - a. Letter ID, Concepts of Print, ACT, PM, FSA



NUMERACY



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.

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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

We will continue to build our understanding and practice with:

1. INSTRUCTION
 - a. planning and delivery of Tier 1, 2, 3 instructional practices through:
 - i. Learning Continuum for Common Language (i.e. number sense/concepts)
 - i. Staff learning time:
 - i. Integrated Disciplines: High Quality Competency-Based Instruction
 - ii. Collaborative Culture: Vertical/Horizontal Grade Collaboration
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2. ASSESSMENTS
 - a. developing common understanding of assessments (i.e. purpose & design) and analyze assessment information:
 - i. Staff learning time
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3. INTERVENTIONS
 - a. using student assessment information to provide interventions that are responsive and aligned with individual student need:
 - i. Staff learning time
 - ii. Collaborative Intervention Team & Staff Time
 - iii. Collaboration with Learning Services

School Measures

Numeracy Measures here

1. Develop Learning Continuum for Common Language
2. Staff reflections
3. Staff professional learning
4. Evidence of Authentic Numeracy Learning
5. Fluidity of students in learning groups
6. Increases in school- based data
7. District/Provincial Assessment
 - a. SNAP

 **NUMERACY**



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

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District Measures

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

School Actions

We will continue to build our understanding and practice with:

Assessment	Spring 2024 (at or above benchmark)	Spring 2025 Goal (at or above benchmark)
SNAP (Number Sense)	42%	55%
SNAP (Operations)	48%	60%

School Measures

Numeracy Measures here

1. Develop Learning Continuum for Common Language
2. Staff reflections
3. Staff professional learning
4. Fluidity of students in learning groups
5. Increases in school- based data
6. District/Provincial Assessment
a. SNAP



HUMAN AND SOCIAL DEVELOPMENT



Strategy

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 wellbeing 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

We will continue to build our understanding and practice with:

1. INSTRUCTION
 - a. planning and delivery of Tier 1, 2, 3 instructional practices related to Social Emotional Learning and Mental Health Literacy through:
 - i. Tier 1:
 - i. Instruction & Interventions: CALM, Strong Start/Strong Kids, Circles, Emotional Vocabulary (i.e. ZONES of Regulation), Mind-Up
 - ii. School-Wide Approaches: Common language, Trauma-Sensitive, Culturally Sensitive
 - iii. Multi-age/grade group activities
 - ii. Tier 2 & 3 Interventions:
 - i. Push-in & pull-out (i.e. LAT, CYCW, School Counselor)
 - ii. Collaboration with Learning Services
2. TRUTH AND RECONCILIATION
 - a. Addressing unconscious bias, systemic discrimination, and marginalization through:
 - i. Partnering with Indigenous Education Department (i.e. professional development, resources, co-planning/co-teaching indigenous teachings)
 - ii. Weave First Peoples Principles of Learning (FPPL) explicitly in our planning and teaching
 - iii. Team with school-based Indigenous Education Assistant
 - iv. Blanket exercise

School Measures

Student Learning Satisfaction Survey



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3. We provide supports for the well-being of all learners.

School Actions

We will continue to build our understanding and practice with:

3. SUPPORTS
 - a. Providing supports for the well being of all learners through:
 - i. Recognizing personal bias and raising awareness of systemic discrimination and marginalization – while assessing individual need – to provide personalized supports
 - i. Trauma and culturally sensitive
 - ii. Age-appropriate
 - iii. Timely and targeted
 - iv. Relationship-based

School Measures

Student Learning Satisfaction 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)
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HUMAN AND SOCIAL DEVELOPMENT



Goal

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School Actions

We will continue to build our understanding and practice with:

Student Learning Survey	Spring 2024	Spring 2025 Goal
I feel like I belong at school	84%	89%
I am happy at school	82%	87%
I feel welcome at school	93%	98%
I like school	78%	83%
I feel safe at school	91%	96%

School Measures

Student Learning Satisfaction Survey

Strategy

1. We understand, plan and deliver competency-based curriculum (curricular competencies and content) related to Social Emotional Learning and Mental Health Literacy.
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District Measures

- Student Learning Survey grade 4, 7, 10 and 12
- EDI (Early Years)
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TRANSITIONS



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.

District Measures

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

School Actions

We will continue to build our understanding and practice with:

- 1a. TRANSITIONS (Early Years)
 - a. targeting early years to support students during their transition to Kindergarten through:
 - i. StrongStart
 - ii. Kinderfair
 - iii. Ready, Set, Learn
 - iv. Community Connections (i.e. FV CDC)
- 1b. TRANSITIONS (Elementary Years)
 - a. supporting students through their elementary years through:
 - i. Vertical Grade Collaboration (Deep Dives, Project Based Learning)
 - ii. Same grade activities/groups – intentional planning (Art Rotations, Deep Dives)
 - iii. Student transition card from grade to grade
 1. Connections with next years' students
 2. Connections between classes/grades
 3. Use of green files/LAT files, SEL profiles

School Measures

- Staff reflections
- Increases in school-based student academic achievement data
- Increases in student satisfaction related to school (Student Learning Survey)



TRANSITIONS



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.
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District Measures

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

School Actions

We will continue to build our understanding and practice with:

- 1c. TRANSITIONS (Middle Years)
 - a. supporting students through their transition to middle school through:
 - i. visits to middle school
 - ii. visits from middle school staff and students
 - iii. transition meetings
 1. Collaboration with middle school teachers

School Measures

- Grade 5 student year-end transition data

 **TRANSITIONS**



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.
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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

We will continue to build our understanding and practice with:

Grade 5 Student Survey	Spring 2024 Goal	Spring 2025
I feel like I am prepared for middle school.	79%	84%
I feel I know at least one trusted adult at middle school.	47%	55%
After visiting my middle school and meeting staff, I feel I know the school better.	76%	81%

School Measures

- Grade 5 student year-end transition data