

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.

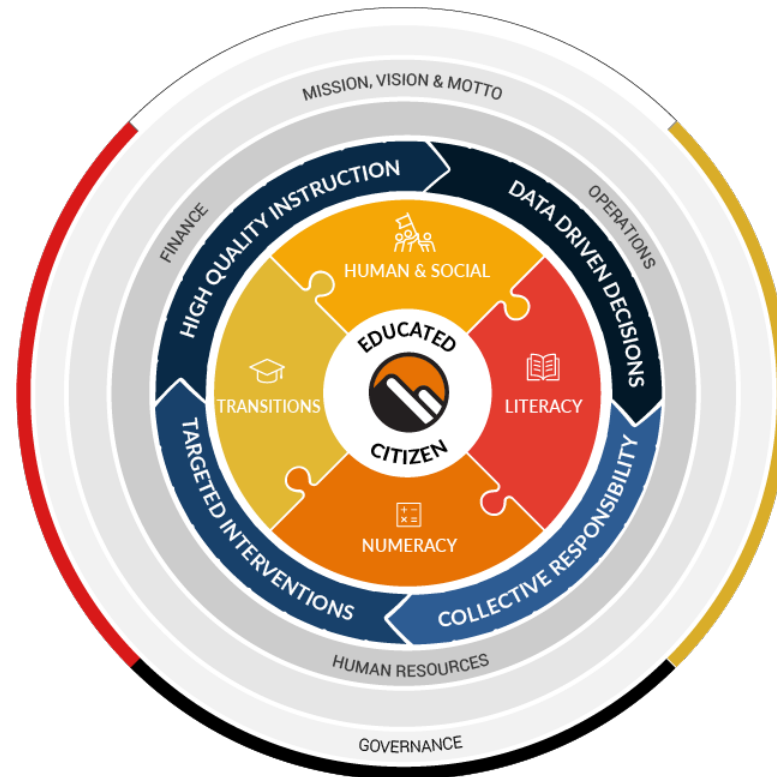
Cultus Lake Community School

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

Instruction:

- Forming strong relationships with all students
- School wide reading celebrations – One school one book, literacy day, read-a-thon, Monthly bingo sheets – to engage readers
- Develop strategies and exploration of resources to support word work
- Provide authentic nature learning opportunities to build up student’s experiences for writing and oral story telling
- Oral Language Development - Moe the Mouse, Talking Tables, SWAP

Assessment:

- Develop common understanding on the administer and analyzing of ACT and PM Benchmark and how that can be used to drive small group reading instruction Whole class and small group instruction of reading strategies as identified through the ACT in grades 3-5
- Clear communication, fluency and common language between classroom teachers and intervention teachers

Intervention:

- Explore ways to support struggling writers and look for new ways to engage.
- Early years programs (Ready, Set, Learn and Kinderfair) for incoming Kindergarten students that focus on basic literacy skills

Professional Development:

- Designated Literacy Lead Teacher to share literacy initiatives and resources
- Engaging in professional learning experiences and collaborations
- Allotted time for investigation and utilization of existing and new resources presented to Teachers and Staff
- Continue to leveled reading books

School Measures

- KLST (Kindergarten Language Screening Test)
- Phonemic Awareness Screen
- Hearing and Recording Sounds
- Concepts About Print
- Letter Identification
- PM Benchmarks
- ACT (Assessment of Comprehension and Thinking)
- Writing Sample
- FSA 4 (Reading/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

Instruction:

- Develop common understanding of and foster common language and strategies to implement evidence-based Tier 1 (core classroom) and Tier 2 (targeted small-group) instruction and interventions
- Provide multiple access points for all learners using Universal Design for Learning (equity)
- Small group Math instruction to provide differentiation and targeted instruction in all classrooms
- Instruction of Numeracy through concrete, representational and abstract/symbolic understanding
- High Yield Math Routines and Math Talks as part of instruction to promote number sense

Assessments:

- Use data (SNAP, class observations/assessments) to inform instruction and intervention
- Implementing Math Pre-assessments
- Using the RTI system to ensure timely and targeted interventions for students based on school-wide screening throughout the year

Intervention:

- Time allotted for clear communication between classroom Teachers and intervention Teachers
- Updating the Core Team with information regarding existing and emerging students at-risk in Numeracy
- Meeting and updating parents and guardians of students at-risk in Numeracy throughout the school year (initial & follow-up)

Professional Development:

- Designated Numeracy Lead Teacher to share numeracy initiatives and resources
- Engaging in professional learning experiences and collaborations
- Allotted time for investigation and utilization of existing and new resources presented to Teachers and Staff
- Continue to build manipulatives and resources for teachers to access

School Measures

- SNAP (Student Numeracy Assessment and Practice)
- FSA 4 (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.

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

School Community:

- **Recognize student success and build a culture of community via technology in the front lobby area (TV slideshow)**
- **Common language through our school-wide matrix and 3R focus**
- **Food Support/Community Connection (breakfast and lunch program, Bowls of Hope, Starfish backpack, Christmas hampers)**
- **Check in and connect and weekly social skills groups facilitated by CYCW**
- **Use of sensory room and access to sensory walk way for those students who require it**
- **Daily announcements with a focus of the week**
- **Facilitating events to build spirit (monthly spirit day, pumpkin decorating, Christmas trees, birthday recognition, DNA display)**

Classroom Communities:

- **Be able to provide Halq'emeylem language instruction through the Indigenous education department**
- **Plan lessons and activities through a place-based lens, with a focus on connecting the Indigenous culture to the land**
- **Creating inclusive and competency-based IEP's for students with exceptionalities**
- **Teachers regularly connecting with families with a platform of their choice (newsletters, planners, FreshGrade, emails, phone calls)**
- **Using curriculum best suited to the classroom to teach social/emotional regulation skills**
- **Common language around teaching of Core Competencies (using 6 Cedar Animals)**

Staff Community:

- **Desire to continue to build our understanding and practice through continued professional development**
- **Enhance knowledge and history of the Sto:lo culture for staff**
- **Team building activities to start school year**
- **Health and Wellness Program**

School Measures

- Student Learning Survey grade 4
- EDI (Early Years)
- CHEQ (Kindergarten)
- MDI (Middle 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

- Plan and host RSL and Kinder Fair
- Plan and host mini-sessions and gradual entries for Kindergarten
- Meet with families connected to CDC, Strong Start or any other services that the family is involved with the family
- Potential translators for ELL families
- Assigning an EA to Kindergarten classes for the first 2 weeks of school to help with transitions (wish).
- New student/ family tours/meet the teacher
- Transferring students- meeting with families and previous schools for intake meetings previous to attending.
- Early transfer of student information, IEP and or behavior plans and strategies and programs currently being used.
- Use of Green Files, Paradigm and other documentation to guide students from grade to grade.
- Class lists – Personality matchups between peers to ensure success in the classroom, considering needs, strengths and friendships.
- Gradual entry or ½ days for students that need it.
- Friday Friends – developing connections with other teachers and staff in the school.
- Staff meetings that provide information about specific students that need extra attention- collaborative language and strategies.
- Check-ins with families that have low attendance.
- Reconnect with Soowahlie families.
- Welcome and end of the year BBQ.
- Q&A parent info nights for Grade 5/middle school parents.
- Align instructional strategies and language for Tier 1 and Tier 2 to support students transitioning from grade to grade.
- Formal Transition Process for students with exceptionalities before students arrive.

School Measures

- Grade to Grade Transition Data
- Attendance Rates
- Paradigm Data