

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.

Sardis Elementary School



Sardis Elementary Strategic Plan 2021-2026

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 Kindergarten through to Grade 5.

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 K – 5.
3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

- FSA 4 (Reading / Writing)
- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)

School Actions

- *Use of strong Tier 1 classroom instruction and programs for reading (Daily 5, Making Words, Reader’s Theatre, Café, and small group instruction for guided reading, RAZ Kids)
- *Involve students in meaningful writing activities to develop voice, ideas, and use of conventions (Morning Message, Writers Workshop, Daily Language Review, writing across the curriculum)
- *Provide opportunities to develop oral language skills in a variety of settings (Talking Tables/Moe the Mouse, Book Talks, Author Share/Chair)
- *Interactions between students and adults to develop literacy skills (home reading, literacy centers, family reading, buddy reading, phonemic songs and poems)
- *Support from K/1 Intervention, Learning Assistance, Resource, and ELL teachers to support students in classrooms and in small pull-out groups
- *Well developed literacy collection in our library which contains a variety of genres (graphic novels, picture books, short and long novels, non-fiction literature) and diversity so all students can see themselves represented in the collection
- *Provide release time for teachers to observe in classrooms and meet with the Curriculum Literacy teachers
- *Use of data from fall district assessments to plan for instruction (KLST, Concepts of Print, Phonemic Awareness, Hearing and Recording Sounds, PM Benchmarks, ACT, School Wide Write)
- *Support from PAC and Kiwanis through the Super Reader Program to encourage daily reading at home

School Measures

- *PM Benchmark running record assessments
- *Assessment of Comprehension and Thinking (ACT)
- *District Primary Assessments
- *School Wide Write writing samples
- *Grade 4 FSA results for 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 Kindergarten through to Grade 5.

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 K – 5.
3. We implement data driven, timely, and targeted instructional interventions for students.

School Actions

- *Use of strong Tier 1 classroom instruction and programs for numeracy (Number Talks, Math journals, high yield routines, Math Focus)
- *Hands-on learning materials and manipulatives to help make learning concrete
- *Play based activities, literature, and games to engage students in learning
- *SNAP practice to develop numeracy and operations skills throughout the year
- *Add resources to our math cupboard to support numeracy instruction
- *Provide release time for teachers to observe in classrooms and meet with the Curriculum Numeracy teachers
- *Engage students using computer programs to develop skills (Mathletics, Prodigy, Esti-mysteries, SPLAT!)

School Measures

- Student Numeracy Assessment and Practice (SNAP)
- Grade 4 FSA results for numeracy
- Teacher assessment of classroom activities

District Measures

- FSA 4
- 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

- *Promotion of monthly Character Trait to foster important virtues within our students
- *Working with our community (parent volunteers, Save-On Foods, and Bowls of Hope) to provide breakfast and lunch for students who need it
- *Mental health learning opportunities for staff during staff meetings, after-school collaboration sessions, and learning workshops put on by the Student Services Department
- *Materials showing representation of all students and diversity within our library collection; showcase books that correspond to important cultural holidays and events throughout the year
- *Developing the Nest as a place students can go when they need a place to self-regulate or have a break from the regular classroom learning environment
- *Presentations from members of the Indigenous community, Steqoye, and the District Indigenous Department to enhance student awareness of Indigenous culture and truth and reconciliation
- *Use Competency Based IEPs to focus on building capacity and share strengths of students with diverse needs
- *Look to develop our courtyard area as a place for learning about and caring for indigenous plants
- *Focus on teaching expectations outlined in our school matrix (respectful and cooperative, kind and caring, responsible)
- *make inclusion visible through the rainbow crosswalk, orange heart, indigenous art, Orange and Pink Shirt Days

School Measures

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

District Measures

- Student Learning Survey Grade 4
- EDI (Early Years)
- CHEQ (Kindergarten)



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 (K through to Grade 5) 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 ensure students find meaningful pathways.

School Actions

- *Transition meetings in June between Child Development Centre or Aboriginal Supported Child Development Program and the school for students entering Kindergarten who have been receiving support from these agencies
- *Kinder Fair in June to welcome all incoming Kindergarten students and their families; school tour
- *Preschool reading program in the library for the last few months of the school year
- *Gradual entry for Kindergarten students and those who need a slower start to the year; parent/guardian interviews with Kindergarten teachers prior to full days beginning
- *Share previous years Inclusive Education Plan (IEP) or Student Support Plan (SSP), along with the June Progress Report, so receiving teachers know what to focus on and how to support students at their level
- *Differentiating instruction/material for students so they can be working at their level
- *Meetings with Vedder Middle School for students transitioning into Grade 6; tours and events there so students get to know the school
- *Transition notes provided to Grade 1 – 5 teachers from previous teacher once classes are established

School Measures

- Paradigm data
- Attendance at Kinder Fair
- Attendance rates

District Measures

- Grade to Grade Transition Data
- Attendance Rates