

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:

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.

*~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.~

Vedder 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.





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)
- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)

School Actions

1. Professional Development:

- Review curriculum and learn/share strategies to support competency-based instruction
- Repeated focus on need for tier 2 interventions to be happening within classroom as well as in LA
- Ongoing after school Pro D opportunities (perfect mind) and collaboration

2. Literacy Leads

- To promote sharing of knowledge from a grass-roots level (with Admin. involved as well)
- Lead Pro D sessions (in collaboration with Admin.)
- Provide ongoing support to teachers as needed throughout the year
- Communicate District level Lead info with staff
- Ensure teachers know how to use Paradigm and have access to and understand District Assessments such as: PM benchmarks, running records, primary assessments (Phonemic Awareness and Phonics), etc.

3. Interventions

- LA support using PM benchmark data, creating fluid groups for intervention
- Try Anything Possible (TAP) – afternoon longer block, targeted, 3 group rotation (LA, RT, EA)
- Time at staff meetings to further explore data, needs, teacher/LA roles, new learning/ideas

4. District Tier 3 Support

- Term 2 @VES
- Targeting our grade 2/3 learners (most in risk)
- Push-in, pull-out and modelling practice supports

School Measures

PM Benchmarks (May 2021)

Grade 2

NYM – 49%, MM- 3%,
FM – 49%

Grade 3

NYM – 34%, MM- 0
FM – 66%

Grade 4

NYM – 12%, MM- 10%
FM- 78%

Grade 5

NYM – 37%, MM – 10%
FM – 53%

ACT Nov 2021 (Pending)

Grade 3

Grade 4

Grade 5

Writing Sample - Nov. 2021 – (Pending)

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5



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.

District Measures

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

School Actions

1. Professional Development

- School-based Pro D – lead by numeracy rep.
- Sharing and exploration of new numeracy resources (books, kits, manipulatives)

2. Numeracy Leads

- Ensuring District resources and new information is communicated at the school level
- Lead Pro D sessions in collaboration with Admin (SBPD and staff meetings)
- Maintain numeracy bulletin board at the school
- Provide on-going support to teachers
- Ensure teachers know how to use Paradigm and have access to and understand how to use SNAP and new Pre Assessment books

3. Interventions

- This is a short-coming for our school at this time. Our LA time is used specifically for literacy support. We will be re-evaluating ideas to better support numeracy at a later date.

4. District Support – Tier 3

- None at this time

School Measures

SNAP May 2021

Grade 3

Number Sense

FM – 54%
 MM – 18%
 NYM – 7%
 N/A – 20%

Operation

FM – 53%
 MM – 17%
 NYM 9%
 N/A – 21%

Grade 4

Number sense

FM 51%
 MM – 32%
 NYM =- 5%b
 N/A – 12%

Operations

FM – 64
 Mm – 20
 NYM 6
 N/A – 10

Grade 5

Number Sense

FM – 45%v
 MM – 36%
 NYM 4%
 N/A 15%

Operations

FM – 48%
 MM29%
 NYM 5%
 N/A - 18%



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.

District Measures

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

School Actions

- Big focus on “knowing each child’s story – who are our kids, what have they lived”?
- School- wide introduction to EASE training at staff meeting
- Many staff doing the EASE training on-line as collaboration
- Mindfulness Sit to start each staff meeting (modelling)
- Sharing land acknowledgement
- Frequently making use of the Steqó:ye program in the classroom setting
- Increased place-based/outdoor learning opportunities for students
- Year Overview of Indigenous happenings at VES (Orange shirt day learning (Shin-Chi’s Canoe, Fatty Legs, Phylis’ Orange Shirt – space for kids to talk about residential schooling with IEA), Indigenous map, Indigenous author/character book challenge, Rock Your Mocs, 6 Cedars Character Building)
- Hollie Redden sharing at staff meeting – literacy and 6 Cedars Traits
- Qwalena and Raven presentations
- Skin-toned crayons, pencil crayons, markers available always
- Multicultural day – February
- Welcoming Hallway - multicultural and inclusion – based displays that change frequently
- Rainbow and orange heart painted on sidewalk
- “Hear Our Voices” – Every Child Matters memorial art piece

Mental Health Literacy Lead

- Share and communicate District information with school (staff meetings, emails)

Interventions

- Restorative practices to problem solve concerns
- Sensory room, Zen Den
- CYCW – Mind Yeti, Zones, Social Skills
- Big Brothers, Big sisters
- 2nd Day Community school sport programming

School Measures

Learning Survey – pending
EDI – (Early Years) - pending
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 (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
- Attendance Rates

School Actions

Kindergarten to School Start

- Kinderfair in June (KLST, OT obstacle course for gross and fine motor, SLP)
- Gradual entry program

Grade to Grade

- September – print off class Paradigm report to obtain needed data for new students
- Create a class profile so we better understand our students (at risk primary assessments continued beyond grade 2)
- Time to share between teachers in staff meeting in September

Elementary to Middle School

- Look into having our grade 5 teachers going to MSMS for short visit on first day of school to welcome grade 6 students
- MSMS - CORE team review with teachers and counsellor incoming kids
- WEB program

School Measures

Paradigm grade-to-grade transition data

Attendance Rates:
-skewed by covid