

### 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.

### Kwiyeqel Secondary School

*Kwiyeqel Kodiaks*



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 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

Literacy Actions here

- Use of school wide core curriculum for English Language Arts 10 – 12 and CLE/CLC
- Use of What-in-the-World as a method for building literacy skills using current events
- Classroom Community Circles for Oral Language and answering questions as a group
- School-wide Read
- Resources
  - Acquiring high interest books
  - Using diverse resources to provide more choice
- Read aloud, read along, reassess for understanding more often
- A return to more direct teaching and student active participation
- School Wide Reads
- IXL for Literacy Skill Building

## School Measures

Literacy Measures here

- Unit and course completion
- Assessment Scores
- Student engagement – attendance and participation
- Targeted interventions by Teachers, EA's, & LAT's
- Feedback
- IXL Progress Reports



# 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

Numeracy Actions here

- Use of school-wide core curriculum for Workplace Math 10 & 11 – offering other Math courses as one offs, or student led electives when appropriate (I.E. Foundations of Math 11)
- Using the IXL Platform as a tool for determining where a student is at
- Recognizing and understanding that skills are missing (large gaps) and using a variety of resources and strategies to help build those skills and confidence
- Finding as many cross-curricular opportunities as possible to make the learning relevant – CLE, CLC, Rent, Bills, Cost of Food, Car, Gas, Insurance, etc.
- Finding Math/Numeracy in student’s daily life – Trades, Sustainable Resources, Culinary, Art, etc.

## School Measures

Numeracy Measures here

- Unit and course completion
- Assessment Scores
- IXL Progress Reports



## 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

Human and Social Development Actions here

- Meeting the students where they are at:
  - Flexibility to meet a variety of student needs at different levels
  - Smaller class sizes allow staff to give students the time they need to help develop their social emotional and mental health learning
- Food programs – Breakfast and Lunch Programs, Starfish backpacks, Christmas Hampers, etc.
- Passion or Skill-based Homerooms
- Strong adult connections – school goal of each student having more than one strong adult connection
- Outside Agency Connections
- Indigenous Family Night (when appropriate) – Meeting on reserve
- Core Competency based Student Learning Plans – focused conversations around social, emotional, and academic goals and the supports needed
- Ensuring that we are indigenizing the curriculum and using Indigenous resources whenever possible – must be authentic
- Indigenous cultural activities and experiences – targeted and open to all

## School Measures

Human and Social Development Measures here

- Attendance
- Students feeling safe in our school
- Formal and informal engagement conversations or surveys

## 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)



## 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

Transitions Actions here:

- WEX/SWEAT/Triangle/MYST/Wildcraft Food Program/TASK/Job Spotlights
  - Triangle Community Resources
  - Mission Community Skills Centre
- Dedicated staff for linking students to workplace and volunteer opportunities
- UFV Connections programs and tours
- Support staff check and connects specific to Work Experience, Graduation, Scholarships & Bursaries, plus transitioning out of KSS
- Ensuring that all students have resumes and interview skills
- UFV or other Educational Connections (Trades Sampler & potential Culinary Sampler plus Triangle) to give students the feeling of university and what they can expect if they pursue post-secondary schooling

## School Measures

Transitions Measures here:

- WEX/SWEAT Data – completions and participation levels
- Graduation rates
- Job acquisition – during and after grad