

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.

Yarrow 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:

- Implement regular reading assessments to identify individual student needs
- Promote a culture of reading through school-wide events such as literacy days and reading programs.
- Provide targeted interventions for students requiring additional support

Assessment:

- Conduct ongoing reading assessments to monitor progress and guide instruction.
- Utilize assessment data to inform small group and individual instruction.
- Develop clear communication and shared strategies among classroom teachers and intervention staff.

Intervention:

- Offer individualized reading support for struggling students.
- Engage families in literacy activities to promote learning at home.

Professional Development:

- Provide training for teachers on effective literacy strategies.
- Encourage collaboration and sharing of resources among staff.
- Allocate time for teachers to explore and implement new literacy tools and practices.

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:

- Utilize evidence-based numeracy programs and teaching methods.
- Encourage problem-solving and critical thinking through real-world math applications.
- Incorporate small group math instruction to support differentiation.

Assessments:

- Conduct regular math assessments to monitor progress and tailor instruction.
- Use data to guide both classroom and intervention practices.

Intervention:

- Provide targeted support for students at risk in numeracy.
- Maintain clear communication between teachers and intervention staff about student progress.

Professional Development:

- Offer workshops on high-yield math routines and effective teaching strategies.
- Provide resources and manipulatives to enhance classroom instruction.

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.

School Actions

School Community:

- Integrate social-emotional learning (SEL) into daily classroom activities and curricula.
- Foster a supportive and inclusive environment through community engagement and SEL initiatives.
- Recognize student success and build a sense of community through school-wide events and programs.

Classroom Communities:

- Incorporate Indigenous perspectives and knowledge into the curriculum to promote cultural awareness.
- Develop place-based learning projects that connect students with their environment.
- Provide professional development for staff on SEL best practices and Indigenous education.

Staff Community:

- Engage staff in professional development to build understanding of SEL and Indigenous cultural awareness.
- Encourage collaboration among staff to strengthen strategies for fostering social-emotional growth.

School Measures

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

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.

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 sessions such as "Ready, Set, Learn" and Kinderfair for incoming Kindergarten students. Provide gradual entry and small group sessions to support young learners' transitions.
Student Transitions:
- Collaborate with families, previous schools, and community services to support students transitioning into and within the school.
Use assessments and documentation (e.g., IEPs, behavior plans) to guide transitions.
Community Connections:
- Engage families and community members in the transition process to ensure smooth adjustments for students.
- Host events such as welcome barbecues and information sessions for parents of students transitioning to middle school.
Ongoing Support:
- Conduct check-ins with families and students with low attendance or additional needs.
Align instructional strategies across grade levels to ensure consistency and support student success.

School Measures

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