

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.

Unsworth Elementary School

Our Mission Statement The Unsworth School Community is a positive, safe, caring place where we work together, responsibly and respectfully to fully develop each child’s individual skills and abilities



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)
- FSA 7 (Reading / Writing)
- Literacy 10 & 12
- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)

School Actions

- Develop common understanding of evidence-based Tier 1 instruction and intervention; Tier 2 instruction and interventions.
- K/1 early intervention teacher support reading and writing for Tier 1 and Tier 2 instruction/intervention.
- Develop common understanding on the administering and analyzing of PM Benchmarks and how that can be used to drive reading instruction Grades 1-5.
- Instruction and interventions determined by class observations, PM Benchmarks (comprehension, miscues, reading level), Hearing and Recording Sounds (phonemes), Phonemic Awareness Screen (blending, segmenting, rhyming).
- Develop a common understanding of reading behaviours informed by running records and classroom assessment tools.
- Whole class and small group instruction of reading strategies as identified through the ACT in grades 3-5.
- Direct whole group of small group instruction of Vocabulary and Oral Language K-5.
- Understand the research-based approaches to teaching the writing process, spelling and conventions.
- Multiple opportunities for students to express thinking.
- Engage in professional learning experiences and collaboration.
 - *Shifting the Balance* book study 2021
- Clear communication between classroom teachers and intervention teachers.

School Measures

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



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
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)

School Actions

- Develop common understanding of evidence-based Tier 1 instruction and intervention; Tier 2 instruction and interventions.
- Teaching of numeracy through concrete manipulatives, representation, and abstract.
- Instruction and interventions determined by class observations, SNAP, classroom assessments.
- Engage in professional learning experiences and collaboration.
 - *Learning Continuum collaboration*
- Collection of exemplars to reflect scaffolds of numeracy learning continuum.
- Professional learning about numeracy assessments and conferences.
- Direct whole group of small group instruction of
- Progress monitoring of student skill development in numeracy.
- Review school resources; identify additional resources to support Tier 1 and Tier 2 numeracy instruction.
- Foster a positive and curious mindset for numeracy.
- Clear communication between classroom teachers and intervention teachers.

School Measures

- SNAP
- Co-created Learning Continuums
- Skill-based assessments
 - Leaps & Bounds
- Conferences



Goal

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive and feel safe. 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, 7, 10 and 12
- EDI (Early Years)
- CHEQ (Kindergarten)
- MDI (Middle Years)
- BCAHS (BC Adolescent Health Survey)
- YDI (Secondary Years)

School Actions

- Develop student self-advocacy. Encourage students to express their ideas, their needs, and ask for help.
- Support students in identifying healthy habits and taking responsibility for their own well-being.
- Support students in identifying their strengths and using their strengths for their own progress, with their families, in their relationships and their communities.
- Use literature and curricular competencies to develop empathy and connection between others.
- Consistent use of Unsworth SOAR matrix language and a collective responsibility in developing a positive school culture.
- Whole class and small group support for self-regulation, mindfulness, maintaining friendships, big worries (classroom teachers and child and youth care worker).
- Direct instruction of solving problems peacefully and accepting differences and perspectives of others (including WITS).
- Collect and analyze data to target instruction for positive behavioural support.
- Continue to develop and enhance leadership opportunities and Peer Leaders/Monitors.
- Replace “I can’t” with “Not yet” as part of developing a growth mindset.

School Measures

- Social Responsibility performance standard
- Paradigm data for Behaviour Communication
- Grade 4 Student Learning Survey
- Peer Leadership participation
- Self-awareness and positive mindset reflected in core competencies



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 Ready, Set Learn events for pre-kindergarten children.
- Plan and host Kindergarten mini-sessions to connect pre-kindergarten children to school.
- Include Strong Start and neighbouring daycare in library and gym sessions.
- Meet with families, Child Development Centre and Strong Start prior to Kindergarten.
- Support students through grade-to-grade transitions by ensuring their story is told through Green Files, transition meetings and individual education plan meetings.
- Develop understanding of District assessments at all grade levels to ensure the students' 'stories' are shared and understood.
- Align instructional strategies and language for Tier 1 and Tier 2 to supporting students transitioning from grade-to-grade.
- Participate in middle school transition meetings, information sharing and events to support Grade 5 students transitioning to middle school.
- Pretransition supports for Grade 5 students
- **Stitos transition**

School Measures

- Participation rates for Ready, Set, Learn
- Participation rates for Kindergarten mini-sessions
- September instruction informed by Green File data
- Attendance rates