

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.

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.

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 and 12
- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)

School Actions

- Embed support teachers from the Inclusive Design Team within community planning structures to target early interventions and support rigorous literacy
- Competency based assessment that embeds critique and revision processes within classrooms to support students to create high quality work
- Support students to create, demonstrate and reflect upon their learning through the integration of art and technology that culminates in public exhibition
- Embedding Indigenous literature, perspectives and methodologies to provide culturally relevant literacy instruction
- Embed meaningful, real-world literacy within interdisciplinary projects that reflect authentic tasks and audiences
- Pilot ACT at the Grade 9 level and provide collaborative planning time to use ACT data as a way to inform literacy instruction
- Support cross-role collaboration to embed literacy development across learning communities (Teacher-Librarian)

School Measures

- ACT- Grade 9 (Assessment of Comprehension and Thinking)
- Grade 10 Literacy Assessment



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

- Embed support teachers from the Inclusive Design Team within community planning structures to target early interventions and support rigorous numeracy planning through the development of shared planning frameworks
- Competency based assessment that embeds critique and revision processes within classrooms to support students to create high quality work
- Support students to create, share and reflect upon their learning through the integration of art and technology and public exhibition
- Embed meaningful, real-world numeracy tasks within authentic interdisciplinary projects
- Support students with collaborative, current research-based methodologies in math to build thinking classrooms (collaborative groups, vertical surfaces that support conceptual learning)
- Daily focused numeracy instruction with small target groups
- Instruction and support for students to be successful in the Grade 10 Numeracy Assessment through modelling and practice of assessment format tasks
- Explore future piloting of secondary SNAP

School Measures

- Grade 10 Numeracy Assessment



Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY

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.

School Actions

- Significant shifts to school structures that reflect the First Peoples Principles of Learning and create systems that are holistic, reflexive, and experiential (Bell Schedule, Curriculum Path, Competency-Based Individual Education Plans)
- Embed social emotional learning opportunities within the classroom, supported by teachers from each community's Inclusive Design Team
- Work collectively as a school to honour the *94 Calls to Action* within the Truth and Reconciliation Commission of Canada and commit to respect, understand and value Indigenous histories, cultures and perspectives
- Support the building of an inclusive community through visual representations of diversity in learning galleries
- Work collaboratively with students and staff to identify, address and remove barriers to inclusivity for students within the 2SLGBTQQIA+bipoc student community

School Measures

- Student Learning Survey
- Imagine High Connectedness Survey

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)



Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY

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

- Support high school transitions by conducting empathy interviews individually with every Imagine High student and families to build early connections and support plans
- Support students in Grade 10 to build a personalized pathway to graduation and early supports for tracking credits and building specific post-secondary paths (Grad Tracking and Personal Education Planning)
- Embed career education within Integrated Core so that learning about transitions is on-going, over time, and connected to classroom learning
- Offer Deep Dive Institutes that offer students a chance to develop real world, industry skills and an opportunity to pursue passion areas of learning
- Embed partnerships with post-secondary institutions to give students early connections to post-secondary programs and build real-world professional connections

School Measures

- Graduation Rates
- Attendance Rates
- Student Portfolios