

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.

Vedder Middle School Growth Plan



Strategic Plan 2021-2025

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)

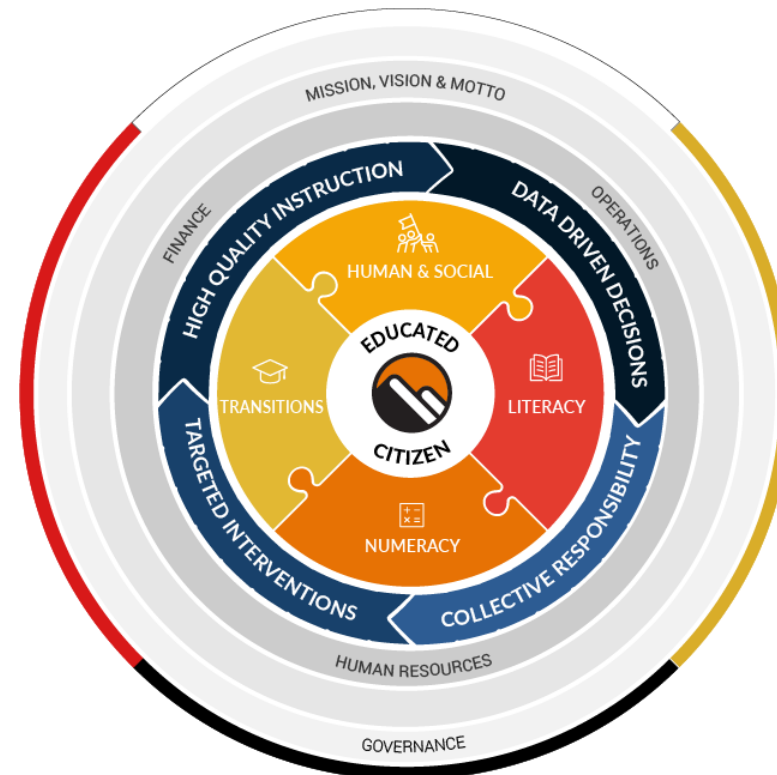
~One heart, one mind, working together for a common purpose.~

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

Data-Driven Instruction: Use assessment data to guide classroom literacy instruction, with teams analyzing data and planning instruction accordingly during Support Time.

Instructional Planning: Develop plans that address student strengths and needs based on data, providing access points for all students.

Targeted Interventions: Implement strength-based, meaningful, and responsive interventions by classroom and support teachers.

Literacy Leadership: Assign a Literacy Lead Teacher to attend district PD, share ideas with staff, and facilitate staff meetings and Support Time.

Literacy Events and Resources: Conduct literacy events and invest in varied, high-interest reading materials to engage students.

Professional Development: Offer training on small-group instructional strategies, Universal Design for Learning (UDL), and evidence-based Tier 1 and Tier 2 instruction and interventions.

School Measures

FSA 7

PM Benchmarks

ACT

School Wide Write

Student Self Assessments

Classroom Assessments

Student-Teacher Conferencing



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

Promote a Growth Mindset: Foster a growth mindset to enhance numeracy routines and strengthen number sense within the learning community.

Data-Driven Planning: Analyze data in teams and plan instruction based on student strengths and needs during Support Time.

Targeted Instructional Plans: Develop instructional plans with access points for all students, addressing individual and class-wide data.

Effective Interventions: Implement strength-based, meaningful, and responsive numeracy interventions by both classroom and support teachers.

Numeracy Leadership: Assign a Numeracy Lead Teacher to attend district PD, share insights with staff, and support instruction during dedicated staff meetings.

Resource and Training Support: Provide SNAP training, acquire Math Manipulative kits and referent texts, and offer ongoing professional development and mentorship for numeracy teachers.

School Measures

FSA 7

SNAP 6 & 7

Class Assessments

Student Engagement



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.

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

Implement SEL and Mental Health Literacy in every classroom (Tier 1) and offer targeted small group (Tier 2) and individual (Tier 3) supports based on student needs.

Develop Trauma-Informed Instruction and embed SEL into daily class routines and structures.

Collaborate with external agencies, utilize Student Learner Profiles for planning, and create Wellness and Kindness Initiatives.

Foster strong staff-student connections through teaching teams, core classes, and various student activities and clubs.

Integrate Indigenous content and First Peoples Principles of Learning into all classes, and engage students in discussions about unconscious bias, systemic discrimination, and Truth & Reconciliation.

Provide universal support, including a school food program offering breakfast, snacks, and lunch to all students.

School Measures

Core Competency Self-Assessment

Equity Scan

MDI

Student Learning Survey

Attendance Data

Office Referrals

Counselor referrals



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

Transition planning Elem to VMS: Transition planning: administration and counselling team from middle school and feeder elementary schools coordinate transition plans in January to include meetings and information about students' academic social, emotional profiles. Transition planning: administration and counselling teams from VMS to work with feeder elementary schools to coordinate transition planning in January, including meetings and information sharing about students, academic, and social emotional profiles.

Parent Student Engagement: counselling team to visit elementary schools and host a grade 5 parent student info evening.

W.E.B. orientation day: In late August to ease transition worries and build connections.

Information Sharing: elementary teachers input student information into E- Insight. VMS student services team to use for planning of class placements and support.

Middle School Structure: students placed in a core team of two teachers that focus on relationship building and core academics. Students will have access to diverse extracurricular activities and support staff..

Ongoing Support: VMS student services team will work with classroom teachers to provide support supports through school base team for struggling student students.

Secondary School Transition: information about grade 8 students to be shared with START a secondary school staff. Promotion of their orientation days and open house events to be shared with families. Students to attend tour of sort of secondary..

School Measures

Attendance Data

DRT Referrals

E-Insight Data

Articulation Meetings

Class Profiles