

Our conceptual framework is designed to communicate the big ideas that we believe about our school district in a visual, holistic fashion.

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

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

Comprehensive Reading Instruction: Incorporate independent reading, guided reading, and shared reading to build fluency, comprehension, and critical thinking skills.

Engaging and Purposeful Writing: Encourage students to write for various purposes and audiences, with opportunities for feedback and revision to strengthen their skills.

Building Strong Word Knowledge: Integrate phonics, spelling, and vocabulary instruction to help students understand word structure and meaning.

Developing Oral Communication Skills: Foster listening, speaking, and discussion through collaborative conversations, presentations, and storytelling activities.

Targeted Literacy Support: Use small group instruction and differentiated strategies to meet diverse student needs and promote equitable learning opportunities. Grade 5 students run alphabet buddies and word wizards.

Ongoing Assessment to Inform Instruction: Implement regular formative assessments to monitor student progress and guide instruction.

Professional Growth for Teachers: Provide continuous professional development to strengthen literacy teaching practices and align with best instructional approaches.

School Measures

1. Student Achievement Measures

- **K-3 Early Literacy Assessments:** PM Benchmarks
- **Phonemic Awareness & Phonics Assessments:** Letter recognition, decoding, and spelling inventories
- **Writing Samples:** Use a school-wide rubric to assess growth in writing fluency, structure, and expression.
- **Reading Fluency & Comprehension:** Running records, oral reading fluency assessments, and comprehension questions
- **Percentage of students meeting/exceeding expectations** in BC literacy standards (FSA, classroom assessments)
- **Growth over time:** Track student progress from term to term and year to year
- **Student self-assessments & reflections:** Surveys or exit tickets on reading/writing confidence



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

Strong Foundational Math Instruction: Implement structured numeracy programs like SNAP (Student Numeracy Assessment and Practice) to assess and develop number sense.

Balanced Numeracy Approach: incorporating hands on learning, guided practice, and problem-solving activities with a emphasis on math facts.

Real World Application of Math and Outdoor Learning: Incorporating math into nature-based activities such as measuring plant growth in the school garden or calculating areas and perimeters in outdoor spaces.

Stem Projects: Encourage students to apply math in science and technology challenges such as coding and building structures.

Differentiated & Inclusive Math Support and Small Group Interventions: Provide small group interventions for students who need additional support with numeracy.

Professional Development for Teachers: Provide ongoing training in effective math teaching strategies and numeracy assessment tools.

School Measures

- Student Achievement & Progress Monitoring
- SNAP
- Classroom Assessments
- Report Card Data
- Observation & Student Work Samples
- Growth & Intervention tracking
- Student engagement & Confidence in Math



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

Incorporate Indigenous Perspectives in Curriculum: Embed *First Peoples Principles of Learning* across subjects.

Strengthen Collaborative Structures: Establish regular opportunities for teachers, administrators, and support staff to collaborate and share best practices.

Growth Mindset Lessons & Goal-Setting: Teach students that challenges help them grow and encourage self-reflection.

Student-Led Problem-Solving & Decision-Making: Involve students in creating classroom expectations and school policies.

Recognition for Positive Contributions: Implement a “B.A.R.K.” (Be Safe, Act Responsible, Respect Others, Kindness Matters) program where students are acknowledged these character traits
Workshops on SEL, Restorative Justice, and Growth Mindset.

Collaboration with Community Partners: visiting the firehall and the local library. We have monthly Senior lunches where students eat lunch and do an activity with seniors from the community.

Regular Parent Communication & Engagement: Use newsletters, social media, and a parent portal for better transparency.

School Measures

Students will demonstrate stronger **self-regulation, leadership, and social responsibility**, leading to a **more inclusive and accountable school culture** at Yarrow Community School.

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

Early Childhood Education programs: Jellybeans preschool for 3- & 4-year-olds, Puddle Jumpers daycare for 30 months to 5 years

Kinder Fair: in June to welcome all incoming Kindergarten students and their families; school tour

Gradual entry: for Kindergarten students and those who benefit from a slower start to the year participate in a gradual entry process to ease their transition.

Student Support Plans: Inclusion Education Plans along with June progress report, are shared with receiving teachers to ensure a smooth transition and targeted support

Differentiating instruction: Teachers adapt instructional materials to meet students at their level ensuring they can progress appropriately within their grade

Ongoing school matrix support: continually going over school expectations at assemblies and after long breaks

Middle School Transition: Grade 5 Teachers participate in meetings with the middle school team to prepare for the next stage of their education.

School Familiarization: Tours and transition events help students become comfortable with their new school environment.

Collaboration Between Teachers: Once classes are established, current teachers connect with previous teachers to discuss student progress, strengths, and areas of support.

School Measures

- Engagement and attendance data
- Academic progress
- Teacher and staff observations and feedback
- Participation in transition activities
- Parental Involvement and Satisfaction
- Classroom participation and behaviour.