

TAYLOR ELEMENTARY SCHOOL FRAMEWORK 2025-2026

[Taylor Tigers Song](#) - [update link](#)



Mission

The mission of our school community is to *Educate, Inspire and Empower* all students. We do this by providing challenging and enjoyable learning experiences. Together, as educators and parents, we believe that all students will attain their goals and discover the joy of becoming lifelong learners.

Values

We focus on the seven values from the Seven Teachings common in Indigenous Cultures. These are: Love, Respect, Honesty, Courage, Wisdom, Humility and Truth

Communication

Tiger News - <https://bit.ly/3zbAVHc>

Facebook Page: <https://www.facebook.com/sd60taylor>

Website: <https://taylor.prn.bc.ca/>

DOJO - Classroom teacher and school-wide platform for regular communication with families. DOJO has a school story as well, so messages can be shared with all families.

SPACES EDU Pilot Program - Our Intermediate classes are participating in the District, "SPACES EDU" Pilot Project. SPACES EDU is a **digital-portfolio and proficiency-based assessment & reporting platform** used in many BC school districts. It allows teachers and students to document learning through multimedia (photos, text, audio, video), tag student work to curriculum competencies, and compile "portfolios" of learning over time.

Taylor Elementary

Framework for Enhancing Student Learning 2024-2025

Goal 1: Literacy

- Improve reading comprehension and fluency in Grades K-6.
- Improve writing skills and fluency in Grades K-6

Goal 2: Numeracy

- To improve students' performance in the knowledge, skills and attitudes related to Mathematics and problem solving.

Goal 3: Social and Human Development

- Increase Student Social/Emotional Competency

Introduction

Taylor Elementary School is a community-oriented school in the District of Taylor, located fourteen kilometres south of Fort St. John. We serve approximately one hundred students and are supported by a dedicated team of seven teachers, educational assistants, an Indigenous Support Worker, and one Early Childhood Educator. Our StrongStart Program is an important part of our early learning community and helps build strong relationships with families before children enter kindergarten. Taylor Elementary is also a pilot site for the Ministry's Seamless Day Kindergarten Program and offers a BASC program. We are also grateful this year to have a Preschool Program that runs four mornings a week.

We are committed to providing rich and meaningful learning experiences for all students. Our staff embraces BC's redesigned curriculum and strives to engage students each day through big ideas, hands-on learning, and real-world experiences. Indigenous perspectives are thoughtfully woven throughout our school culture and learning, supported by our Indigenous Support Worker and a variety of resources. A student leadership team helps plan activities and school-wide events that strengthen our sense of community and school spirit—reflected proudly in our school song, "Taylor Tigers / Eye of the Tiger."

Taylor Elementary's unique setting offers outdoor learning opportunities not found in many schools. Students have daily access to a large hill used for tobogganing and hiking throughout the year. Through strong partnerships with the District of Taylor, students also benefit from access to the community's skating rink, swimming pool, pickleball courts, campground and park, golf course, community hall, and curling rink. These partnerships allow learning to extend well beyond the classroom and help us provide diverse, engaging, and active learning experiences for all students.

Framework Development Process

During the September planning day, staff reviewed the Framework goals from the previous year. Throughout the school year, progress on these goals is actively monitored during monthly staff meetings and weekly school-based team meetings. Classroom formative and summative data are collected systematically, enabling staff to refine instructional strategies and supports on an ongoing basis to meet student needs effectively.

What the Evidence Tells Us.....

Ongoing strategies and structures need to be in place:

- Whole school collaboration proposal to support Framework planning
 - Teachers are provided release time, funded through our Education budget, to plan and collaborate on goal areas. This year, the focus is on Numeracy goals, with opportunities for cross-grade discussions about effective instructional strategies.
- Individual or small groups of teachers collaboration or coaching requests.
- Class Review conversations in October and throughout the school year based on needs - up to 3 times a year (Late January and Mid-April)
- Framework Updates and work on goals at staff meetings and Weekly School Based Team Meetings
- Framework Timeline & Action Plan for staff.
- Opportunity for teachers to observe each other teach and debrief (Dec.- May - release time provided by FESL fund and administration)

Focus

A systemic and collaborative approach to improving student achievement.

Goal 1: Increase Literacy Skills, Reading and Writing.

Objective 1.1: Students in Grade 2 and 3 that are reading below grade level (yellow readers - PM 10-14 October PM level) will reach or exceed the PM benchmark level 22 by June of 2025 as measured by Insight reading data and the school Primary Reading Data Wall.

Objective 1.2: Increase the number of students in Grades 4-6 that are proficient in the Read 73 comprehension section by June 2025.

Objective 1.3: Increase the number of students in Grades 1-6 that are meeting expectations on the personal/improvisational writing performance standards by June 2025.

Reading Key Strategies

- 0.10 Reading Intervention Teacher - focusing on yellow/red readers in Grades 1-4.
- Guided Reading Collaboration in Primary classrooms - continuous adjustment of guided reading groupings at weekly school based team meetings.
- Home Reading Program in Kindergarten to Grade 3
- Home Reading Strategies Slideshow & Parent Session - <https://bit.ly/3J35YtP>
- Heggerty Phonemic Awareness Pilot Program - Kindergarten/Grade 1 & Grade 1-2 class.
- UFLI Program - Grades K-3 Classes - <https://ufli.education.ufl.edu/foundations/>
 - Primary teacher collaboration on UFLI Program/strategies.
- Grade 1 Data wall initiated in December and updated throughout the remainder of the school year - with school based team input for intervention.
- Data wall for at risk readers in Grades 2-6 updated formally 4 times a year.
- Reading Challenge & Sadie Awards
- Adrienne Gear and SMART reading strategy instruction
- Ongoing professional development in relation to reading data with the school team.
 - Reading Record Practices
 - Observation Survey - Marie Clay - LA training
 - Prompting and Cueing for Balanced Cueing systems
 - Guided Reading lesson planning



“Guided Reading - K/1 Class”



***“Reading is Sweet” Home Reading Challenge.
(one of two yearly challenges)***

Indicators/Evidence -

- Primary Reading Data Wall - updated monthly by classroom teachers and LA.
- At Risk Reading Data Wall - Grades 4-6
- Kindergarten Phonological Data
- Insight - District Reading Data

Targets

- Increase percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, move yellow readers to green this school year.
- Track all Primary students using a PM level
- Track At Risk students in Grades 4-6 using PM Benchmark data and the District Reading Assessment.

- Author Project - Each student publishes a piece of writing for our annual classroom books and attends an Author celebration.
- Staff collaboration sessions - funded by school FESL (Education budget)
 - Adrienne Gear and Lori-Jamison Rog Resources for Writing Workshop - focusing on common language across the grades (ie. GUM it/Triple Scoop words..)
 - Collaborative sessions focusing on the writing data - pulled from the performance standard information from Insight.

1/2

PARAGRAPH PLANNER

Topic: My Special Place Answer: My special place is...

Describe what it looks like	Describe what you are doing there
Describe what it smells like	Describe what it sounds like
Describe what it feels like	Describe what it tastes like
Describe why you love it	Describe why you love it

2/2

My Special Place

My special place is my room. I love to go to my room and read. It is a special place and you can be at it at any time. My other special place is my room. I love to read books there. I love my special place.

My Special Place

This work demonstrates...

d • Communicate ... b • Use writing an... e • Develop and a...

“Writing feedback in “SPACES EDU” - teacher comment is not shown”

Goal 2: To improve students' performance in the knowledge, skills and attitudes related to Mathematics and problem solving.

Objective 2.1: Increase percentage of students that are proficient/extending on the MAP connecting and reflecting section.

- Math Assessment and Practice (MAP) Grades 4-6 - including the "Zoom In" on sections of the MAP
- Mathletics online Math program - Grades 2-6
- Review math manipulative access in each classroom and update resources where needed - in progress
- Mathology Pilot - inservice for new teachers and teachers needing review.
- Stenhouse Fact Fluency Program
- Release time for teachers to observe each other teaching and collaborate - focus on cross-grade discussions about effective instructional strategies.
- District Problem Solving Assessment and Strategies - Sample word problems on District Sharepoint
- Explore Primary MAPS for assessment and instruction.
- Entrepreneurship Unit and Day - Grades 4-6

Numeracy Goal Photos

“Teaching through problem solving”

Indicators:

- MAPS results Grade 4-6
- Primary MAP assessment
- FSA Grade 4 results
- SPACES EDU - ongoing learning updates - Intermediate classes.
- Fact Fluency Check-ins - monthly

Targets

- Increase percentage of students that are proficient/extending on the MAP connecting and reflecting section.
- Create a numeracy school data wall

[Clear Selections](#)

Grade Level Breakdown - Connecting and Reflecting			
Target Level <input type="text"/>	Grade <input type="text"/>	CollectionName <input type="text"/>	
	04	05	06
	MAP - Fall (24/25)	MAP - Fall (24/25)	MAP - Fall (24/25)
Totals	15	13	17
Emerging	6	6	6
Developing	5	6	6
Proficient	4	1	5

Alignment of Resource Allocations With This Goal:

- Mathletics Licenses - Grades 3-6
- Coaching and Collaboration - School LSF fund
- MAP/numeracy support
- Math manipulative resource update
- Mathology Program - District Coach inservice for new teachers new to this program
- Stenhouse Fact Fluency Program

Goal 3: Social and Human Development

Focus

A strong foundation in Social Emotional Learning is key to engagement and academic success.

Objective 3.1: Increase School SEL Team's understanding of the CASEL Framework

Key Strategies

- Teacher collaboration for SEL curriculum and strategies.
- Determine SEL inquiry focus - student relationships and start on inquiry this year and continue into the 2024-2025 school year.

Objective 3.2: Improve student's sense of belonging and leadership skills within the school and larger community

Key Strategies

- Yearly Art Residency - Dance Residency - December 2025
- Music Collaboration - All classes will receive music instruction with a music teacher all year long in a multi-grade group. All lessons stored in Taylor Staff Documents Google Drive.
- EASE Program - Librarian is trained in EASE.
- WITS program taught in classrooms and WITS links/materials shared with families.
- Leadership club to focus on Spirit days and other leadership activities
- School-wide Spirit Activities - monthly - Tiger Teams (mixed grades)
- Peer Lunch leaders, milk delivery volunteers, assembly leaders, Leadership Buddy Readers - Grades 4-6
- Breakfast & Snack program
- Daily Lunch Program with our ISSW (each class has one day every week that they can have lunch with our ISSW and participate in cultural activities and games)
- SEL groups - Friendship Groups, Art Club, Crocheting Club, and SEL Centers.
- Teacher School Home communication platforms - DOJO & SPACES EDU
- Community partnership - events/access to community facilities (rink, golf course..)

“Rock On Project May 2025”



“Entrepreneur Fair - Grades 4-6”



Indicators/Evidence

- Insight portal - incident documentation
- School Facebook page and DOJO posts
- SEL School based team meeting notes
- Student Learning Survey Data - Grade 4
- MDI - Grade 5 data

Targets

- Teaching staff will input incidents on Insight on a regular as needed basis.

Alignment of Resource Allocations With This Goal:

- Artist Residency

- WITS program subscription
- Music Collaboration Teaching Time
- Feeding Futures Fund for food and staffing for our Breakfast and Lunch program.

Taylor Staff - 2025-2026





“Taylor School Hill Climb”