

Updated September 11, 2026



BARRIERE ELEMENTARY SCHOOL

Annual School Learning Plan 2026-2027



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People.

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with the SIMPCW FIRST NATION through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

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CONTEXT

Barriere Elementary School – 2026–2027 Overview

Our Core Values

At BES, our school culture is grounded in four guiding values:

- **Kindness** – We lead with care and empathy
- **Safety** – We create a space where everyone feels secure
- **Respect** – We honour each other and our differences
- **Responsibility** – We contribute positively to our school community

Our Purpose

We are committed to fostering a welcoming and engaging environment where every student feels a sense of belonging and is supported to succeed.

Our School Community

Barriere Elementary serves approximately 200 students from Kindergarten to Grade 6. As a rural school, we are closely connected to forestry, agriculture, and local small businesses.

Approximately 25 students identify as Indigenous, including members of Simpcw First Nation and other Indigenous communities across British Columbia.

Students and families who join us throughout the year are welcomed and supported as valued members of our school.

Connections and Learning at BES

Strong relationships are at the heart of our work. Families and community members play an important role through volunteering and supporting school initiatives.

Our breakfast and snack programs continue to support student well-being and readiness to learn.

Students at BES have a strong connection to the students and activities from the Secondary school which encourages a smooth transition from grade 6 to 7.

We take pride in our rural setting while ensuring all students feel included, supported, and connected through academics, athletics, the arts, and community experiences.

As a general academic goal: All students will reach proficiency in both literacy and numeracy by the end of the year.

Learning Goal 1: Literacy

School Focus for 2026–2027

This year, our school-wide focus is on strengthening literacy, with particular attention to reading development, comprehension, communication, and student confidence as readers and learners. Literacy will be a major focus while we still continue to implement strategies and monitor student numeracy.

At BES, we believe literacy is at the heart of virtually all student learning. Reading, writing, communication, and comprehension skills allow students to access learning across every subject area while also supporting confidence, independence, critical thinking, and long-term success both inside and outside the classroom. When students develop strong literacy skills early, they are better equipped to engage meaningfully in all aspects of their education. Further, strong literacy skills will support numeracy which will continue to enhance the work staff will be doing to improve student numeracy skills. (See Learning goal 2)

As part of this focus, BES will continue incorporating educational best practices highlighted through OECD research and high-performing international school systems. These practices include explicit tier 1 instruction, prompt intervention, student engagement, formative assessment, collaborative professional learning, and consistent evidence-informed teaching practices across classrooms. We recognize that students are most successful when instruction is responsive, relationships are strong, and learning is both structured and engaging. As part of the ministry requirement all students in K-3 will have an early literacy assessment to identify challenges right away.

Building on the progress made in recent years, staff will continue working together to strengthen foundational reading skills, fluency, comprehension, vocabulary development, communication, and critical thinking across all grade levels. Teachers will collaborate regularly to align instructional approaches, monitor student progress, and adjust supports based on student needs.

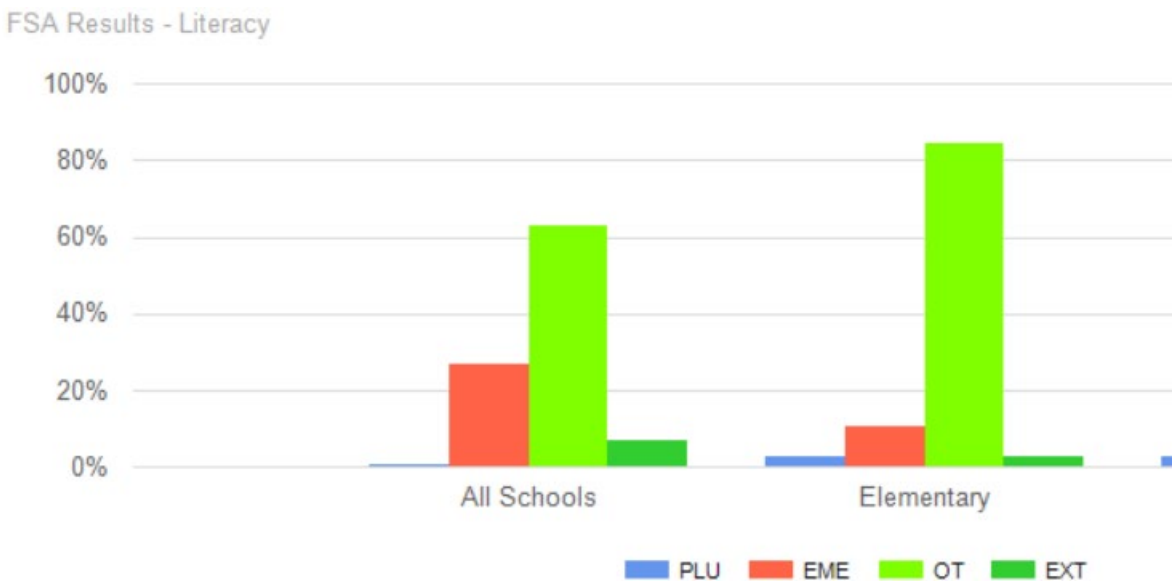
Area of Celebration and Continued Growth – Literacy FSA Results

A review of our Literacy FSA data over the past four years shows encouraging long-term growth in literacy achievement at BES and reinforces why literacy continues to be an important focus for our school community.

In 2022, approximately 52% of BES students were “On Track” in literacy, while approximately 45% were identified as “Emerging,” and only a very small percentage of students achieved in the “Extending” category.

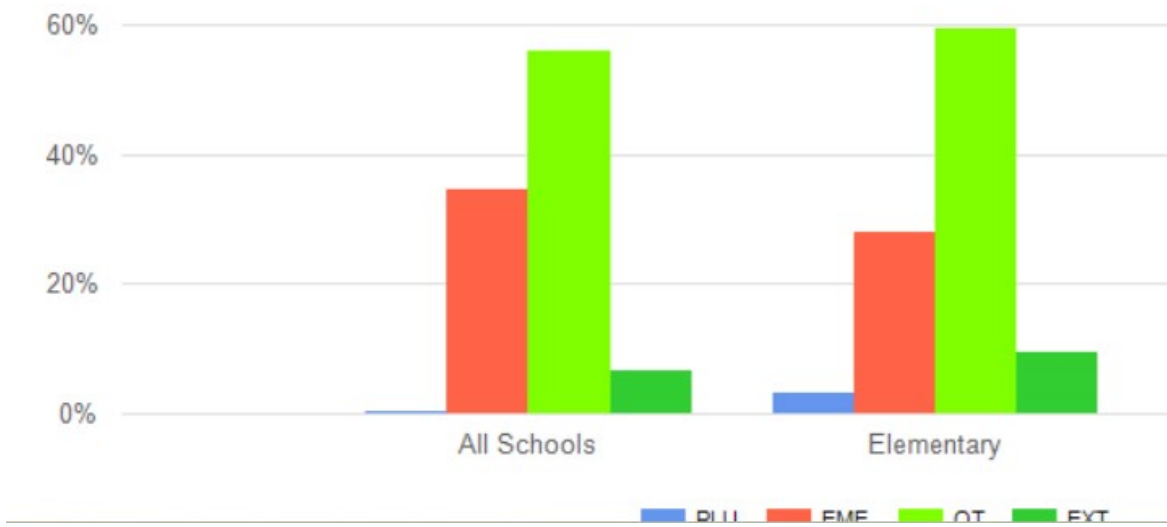
Over the following years, we saw steady improvement in student literacy outcomes as targeted intervention, foundational literacy instruction, and consistent classroom practices became an increasing focus across the school.

2025-2026 FSA Results



2024-2025 FSA Results

FSA Results - Literacy



Last year's Literacy FSA results are the strongest results within the four-year snapshot, with approximately:

- 84% of students categorized as “On Track”
- 2% categorized as “Extending”
- 3% categorized as “Developing”
- 10% categorized as “Emerging”

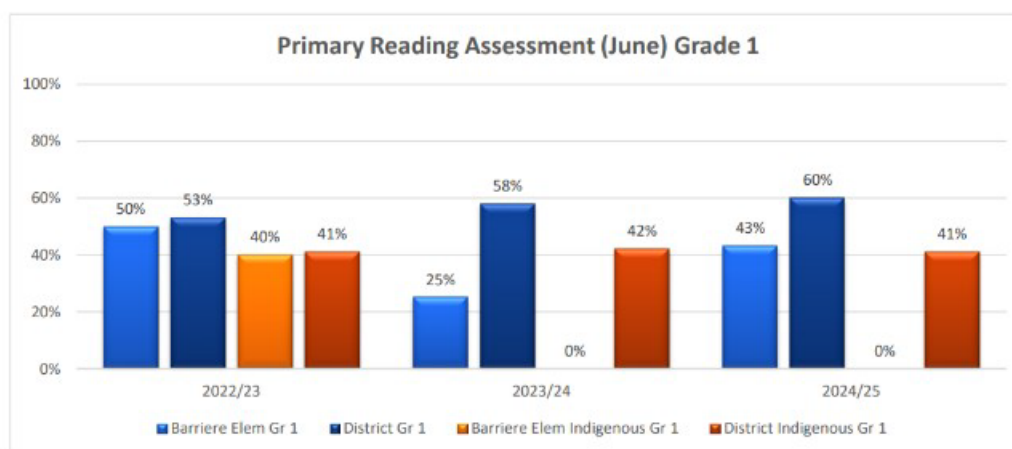
Compared to 2022, this reflects:

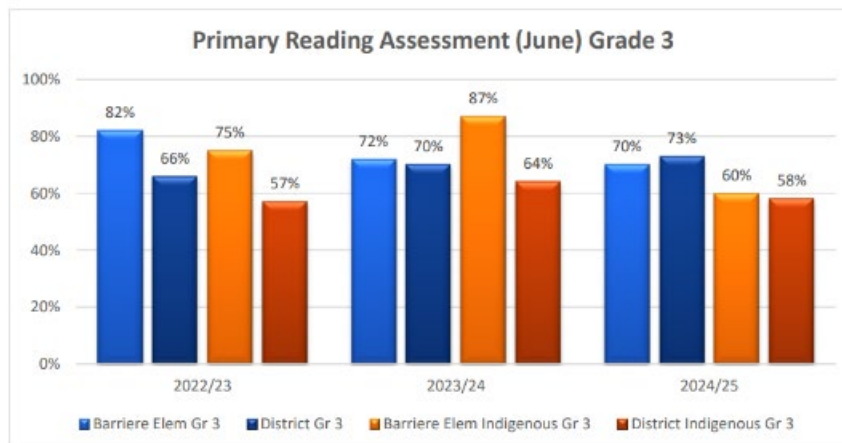
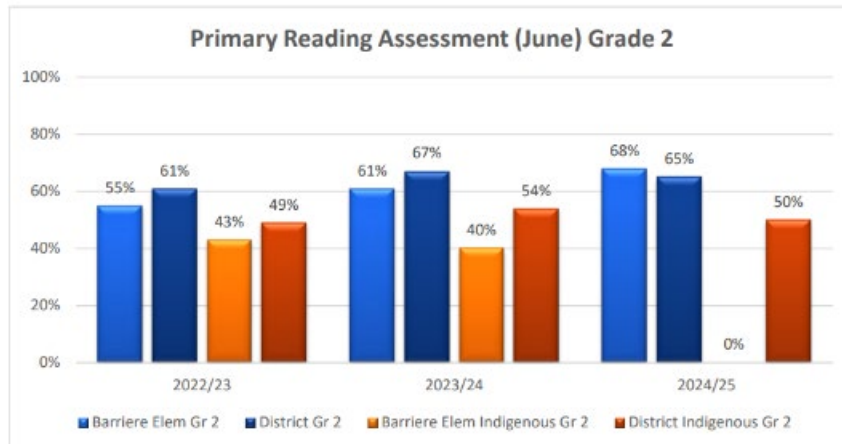
- An increase of approximately 32 percentage points in students who are “On Track”
- Growth in students showing higher-level literacy skills
- Continued low numbers in the “Developing” category
- A decrease of approximately 35 percentage points in students categorized as “Emerging”

Overall, the data shows significant growth in literacy achievement over time and reflects the strong commitment of BES staff toward early intervention, targeted support, and consistent literacy instruction.

Primary Reading Assessment - June							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 Year Avg	3 Year +/-
Barriere Elem Gr 1	55%	54%	50%	25%	43%	39%	-4%
District Gr 1	44%	62%	53%	58%	60%	57%	4%
Barriere Elem Indigenous Gr 1	52%	53%	40%	na	0%	20%	#VALUE!
District Indigenous Gr 1	34%	30%	41%	42%	41%	41%	0%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Barriere Elem Gr 2	50%	71%	55%	61%	68%	61%	7%
District Gr 2	58%	66%	61%	67%	65%	64%	2%
Barriere Elem Indigenous Gr 2	20%	50%	43%	40%	0%	28%	-22%
District Indigenous Gr 2	44%	47%	49%	54%	50%	51%	1%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Barriere Elem Gr 3	67%	66%	82%	72%	70%	75%	-6%
District Gr 3	58%	71%	66%	70%	73%	70%	4%
Barriere Elem Indigenous Gr 3	61%	0%	75%	87%	60%	74%	-8%
District Indigenous Gr 3	43%	72%	57%	64%	58%	60%	1%

Percentage of Students Meeting Expectations (June)

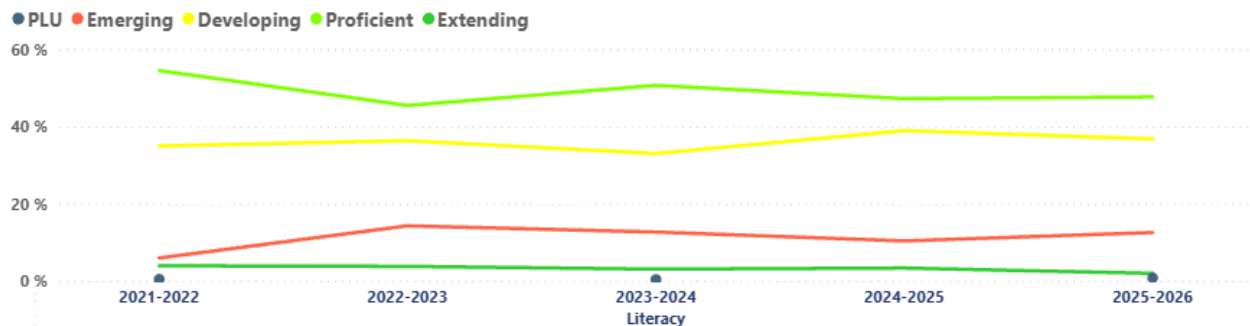




Primary reading data shows significant growth from grade 1 to 3 in the cohort. This year all primary staff will be trained in the DIBELS primary reading assessment to continue to catch students that show slow progress in reading. We anticipate this data to highlight students who require intervention or increased support.

Summative learning update for ALL students in literacy

Trend by Year



In alignment with OECD-supported approaches, our staff will place continued emphasis on:

- Clear learning intentions and explicit instruction
 - Frequent opportunities for guided and independent reading
 - Timely intervention and targeted small group support
 - Ongoing formative assessment to guide instruction
 - Collaborative professional inquiry among staff
 - Student voice, engagement, and sense of belonging in learning
 - Building strong literacy foundations early to support long-term success
-

Learning Focus

Our goal is to strengthen literacy outcomes for all students while continuing to support growth in other curricular areas. Through consistent, evidence-informed instruction and targeted intervention, we aim to ensure every student develops the literacy skills needed to succeed across the curriculum and beyond the classroom.

Key priorities include:

- Improving reading proficiency and comprehension
- Strengthening foundational literacy skills across all grades
- Supporting student confidence and engagement as readers and learners
- Ensuring early identification and intervention for students requiring additional support
- Continuing to build consistency in literacy instruction school-wide

This work will continue to reflect OECD best practices emphasizing responsive teaching, collaborative staff learning, and the use of ongoing assessment to improve student achievement.

Key Focus Areas

Early Literacy (Kindergarten to Grade 2)

- Strengthen phonological awareness and foundational reading skills
- Continue structured small group instruction and early intervention
- Use consistent assessment practices to guide instruction and groupings
- Provide targeted support through classroom teachers, LART, and CEAs
- Increase opportunities for guided reading and explicit literacy instruction

Targeted Reading Intervention (Grades 1 and 2)

- Daily 30-minute small group reading sessions
- Instruction led collaboratively by classroom teachers, LART, and principal
- Students grouped based on assessed reading levels
- Ongoing monitoring with flexible grouping and timely exit from intervention
- Bi-weekly collaboration to review progress and adjust supports

Intermediate Literacy (Grades 3 to 6)

- Targeted small group instruction focused on fluency and comprehension
- Additional literacy support provided through LART and administration
- Focused classroom reading groups and responsive instructional practices
- Increased emphasis on deeper thinking, discussion, and understanding through reading

Objectives

- Increase the number of students meeting or exceeding grade-level expectations in reading
- Strengthen foundational literacy skills in the early years
- Improve reading fluency and comprehension across all grade levels
- Support success for both Indigenous and non-Indigenous learners
- Reduce the need for intensive intervention in later grades through strong early support
- Strengthen consistency and effectiveness of literacy instruction across classrooms

Key Strategies

Consistent with OECD best practices, BES will continue focusing on collaborative professional learning, responsive instruction, student engagement, and ongoing assessment practices to improve student achievement and well-being.

- implementing SESS to identify students requiring early intervention including collaborative time to discuss students and strategies
- Ongoing collaboration between classroom teachers, LART, administration, and support staff
- Regular use of assessment data to guide instruction and monitor progress
- Continued use of evidence-informed literacy practices and targeted interventions
- Structured small group instruction focused on student need

- Ongoing professional learning and collaboration around literacy instruction – *September 21st literacy Pro-D*
- Access to district literacy mentors and support staff
- Integration of Indigenous perspectives and support through AEW and local agreements
- Continued investment in classroom libraries and high-quality reading materials

Evidence and Monitoring

- Progress will be monitored through:
 - Primary reading assessments (DIBELS)
 - FSA
 - NFRA
 - Ongoing classroom-based assessments
 - Teacher observations and collaborative team discussions
 - This year we will implement the SESS to identify students early with respect to literacy interventions required

Data will be reviewed regularly to inform instruction, adjust interventions, and ensure student needs are being met. Staff will continue to work collaboratively to reflect on student progress and determine next steps for instruction and support.

This ongoing cycle of reflection, assessment, collaboration, and responsive teaching aligns closely with OECD-supported approaches to continuous school improvement and effective teaching practice.

Learning Goal 2: Numeracy

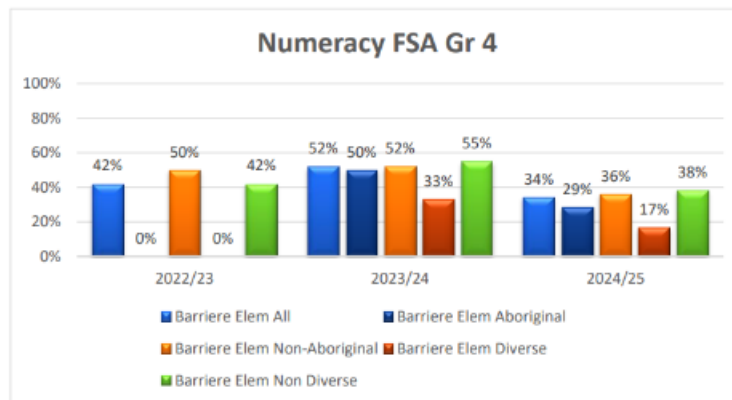
In Spring 2025, through collaboration, staff determined a clear priority of enhancing numeracy. As this goal was newly created only a year ago it is imperative to stay the course and continue the work that was begun focusing on improving numeracy skills.

Learning Goals for 2026/2027

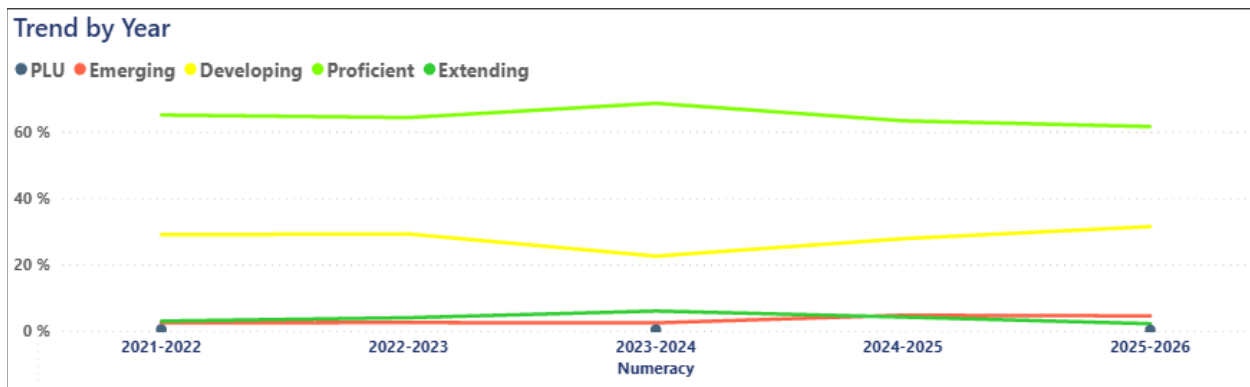
The data from grade 4 numeracy FSA shows BES students are below the district in all areas especially Indigenous students. 2024/2025 data show only 26% of Indigenous students on track in numeracy. We will need to continue to build on approaches from the 25/26 year to continue to improve numeracy skills.

Numeracy Foundation Skill Assessment Grade 4							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
Barriere Elem All	61%	48%	42%	52%	34%	43%	-4%
Barriere Elem Aboriginal	83%	80%	0%	50%	29%	26%	14%
Barriere Elem Non-Aboriginal	56%	38%	50%	52%	36%	46%	-7%
Barriere Elem Diverse	100%	50%	na	33%	17%	25%	#VALUE!
Barriere Elem Non Diverse	60%	47%	42%	55%	38%	45%	-2%
SD73 All	72%	64%	63%	60%	66%	63%	2%
SD73 Aboriginal	67%	46%	46%	48%	51%	48%	3%
SD73 Diverse	61%	39%	34%	45%	54%	44%	10%
Province ALL	72%	66%	63%	63%	65%	64%	1%
Province Aboriginal	56%	45%	43%	45%	48%	45%	3%
Province Diverse	60%	52%	47%	52%	50%	50%	3%

Percentage of Students Proficient and Extending



Summative Learning update data for ALL students in Numeracy



Current Numeracy Approach:

In 2024, BES implemented a new school-wide numeracy program called "Figuring Out Fluency." This instructional framework is designed to build deep and flexible mathematical understanding and emphasizes five key components:

1. **Clarifying the Concept of Fluency** - Establishing a shared definition of fluency and clearly communicating it with students and parents.

2. Addressing Readiness Skills - Developing conceptual understanding, number sense, and basic fact fluency as the foundation for further learning.

3. Teaching Strategic Problem Solving - Helping students recognize problem features and apply a range of effective strategies.

4. Focusing on Reasoning Over Speed - Encouraging student reasoning, strategic thinking, and choice selection instead of prioritizing speed and rote accuracy.

5. Evaluating Fluency Holistically - Assessing fluency based on efficiency, accuracy, and flexibility—not just correct answers.

Instructional practices focus on strategy-based teaching, providing regular opportunities for practice, and empowering students to choose among strategies. The goal is to build numerical fluency through consistent, thoughtful engagement with number operations.

Strategies for Numeracy Development:

1. Number Sense & Operations

- Strengthen foundational numeracy skills in the early grades, including number recognition, place value, and mental math strategies.
- Emphasize both conceptual understanding and procedural fluency, with targeted focus on common challenges such as regrouping and counting on.
- Differentiate strategies to support diverse learners and include real-world applications to make learning meaningful and relevant.

2. Resource Acquisition

- Purchase guided numeracy kits for intervention sessions (Grades 3–6).
- Expand access to math games and hands-on resources to enrich classroom practice and math centers.
- Ensure resources are clearly aligned with curriculum outcomes and provide staff training to support effective classroom use.

3. Staff Collaboration

- Continue implementing unified strategies for numeracy instruction (e.g., math talks, number strings, common assessment tools).
- Collaborate with the district's Numeracy Team for joint professional development and inter-grade planning.

- Strengthen collaboration through shared planning tools, peer learning, and regular team meetings to share successful practices and ensure consistent language between instruction and assessment.

4. Sustainability

- Integrate effective numeracy interventions into everyday classroom instruction, embedding them into core practice for long-term impact.
- Maintain a focus on conceptual understanding and procedural fluency as key pillars of numeracy growth.

5. Data-Driven Instruction

- This year we will implement the SESS to identify students early with respect to numeracy interventions required
- Use formative assessments (e.g., classroom math check-ins, diagnostic tools) to guide instruction and monitor student progress.
- Review data collectively in team meetings to guide planning, identify trends, and adjust supports as needed.

6. Wellbeing Integration

- Make wellbeing goals actionable by embedding them into academic instruction (e.g., fostering growth mindset, reducing math anxiety, building student confidence).
- Encourage safe, supportive classroom environments where mistakes are valued as part of the learning process.

Wellbeing Goal

Increased sense of safety

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; an appreciation of the fine arts and cultural heritage; an understanding of physical health and well-being; and a sense of social responsibility, acceptance, and respect for others.

DISTRICT GOAL

Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME

Students will feel welcome and safe at our school.

SCHOOL RESULTS ANALYSIS

Improving students' sense of safety at BES will be a key focus for the 2026–2027 school year. While many students report positive relationships with adults and peers, we recognize that not all students consistently feel physically, emotionally, socially, or culturally safe while at school.

One of BES's greatest strengths continues to be the strong relationships between students and staff. We are proud that 88% of students report that adults at BES care about them, placing us above the district average in this area. Staff work hard to build positive relationships, provide support early, and create caring and inclusive learning environments.

As part of this work, BES will incorporate OECD-supported best practices that emphasize positive school culture, strong relationships, proactive intervention, student voice, collaborative staff learning, and consistent school-wide expectations.

Research continues to show that safe, predictable, and supportive school environments improve student engagement, well-being, behaviour, and academic success. Moving forward, we will continue strengthening school-wide systems and supports focused on student well-being, regulation, inclusion, and positive school culture.

SCHOOL GOAL

Our well-being goal for the 2026–2027 school year is to improve students' sense of belonging at BES.

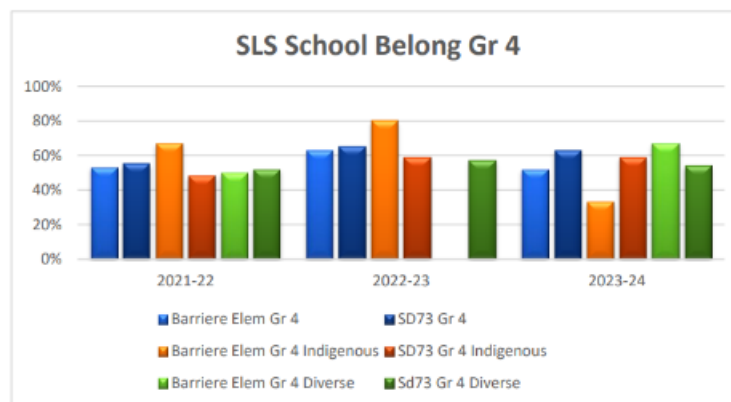
All students will have a sense of belonging at Barriere Elementary. All students will be able to see themselves in the curriculum. All students will understand they are part of the community and play a vital role in the BES community

We are committed to ensuring every student feels physically, emotionally, socially, and culturally safe, supported, and valued within our school community.

DATA

Student Learning Survey School Belong							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Barriere Elem All	52%	56%	53%	63%	52%	56%	-1%
Barriere Elem Indigenous	60%	50%	67%	80%	33%	60%	-17%
Barriere Elem Non-Indigenous	50%	58%	50%	59%	55%	55%	3%
Barriere Elem Diverse	50%	0%	50%	na	67%	59%	#VALUE!
Barriere Elem Non Diverse	52%	58%	54%	63%	50%	56%	-2%
SD73 All	53%	54%	53%	57%	56%	55%	2%
SD73 Indigenous	46%	49%	46%	53%	52%	50%	3%
SD73 Diverse	46%	47%	48%	50%	48%	49%	0%
Province ALL	65%	64%	56%	56%	57%	56%	0%
Province Indigenous	57%	56%	47%	47%	49%	48%	1%
Province Diverse	57%	58%	47%	49%	50%	49%	2%

Student Learning Survey School Belong						
Grade 4	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Barriere Elem Gr 4	56%	53%	63%	52%	56%	-1%
Barriere Elem Gr 4 Indigenous	50%	67%	80%	33%	60%	-17%
Barriere Elem Gr 4 Diverse	0%	50%	na	67%	59%	#VALUE!
SD73 Gr 4	62%	55%	65%	63%	61%	4%
SD73 Gr 4 Indigenous	63%	48%	59%	59%	55%	6%
SD73 Gr 4 Diverse	59%	52%	57%	54%	54%	1%



Areas of Strength

A significant strength of BES is the genuine care, and support students receive from adults within the building. Staff continue to prioritize positive relationships, consistency, empathy, and daily connection with students.

Our breakfast and snack programs, weekly school-wide gatherings, athletics, arts opportunities, and other school-wide activities all contribute positively to students' overall well-being and sense of connection.

OECD research highlights the importance of strong relationships, predictable environments, and positive school culture in supporting student safety, engagement, and well-being, all of which continue to guide our work at BES.

Areas to Grow

While many students report positive experiences at BES, we recognize there is still important work to do in improving students' overall sense of safety within the school environment.

Sense of belonging among Indigenous students is considerably lower than all students, this will be a point of focus for our staff this year. We will continue to employ First Nations ways of Knowing and Being into classroom and school culture. As an example, weekly gatherings have all students sitting in a circle within the circle of courage.

Students learn best when classrooms and school spaces are calm, inclusive, predictable, and relationship focused. As a school team, we will continue strengthening proactive supports, student voice, inclusive practices, and responsive intervention strategies to help all students feel increasingly safe and supported throughout the school day.

****There is room to explore themes around digital literacy and internet safety for young students in this area.*

In alignment with OECD best practices, BES will continue focusing on collaborative problem-solving, evidence-informed decision making, responsive supports, and positive school culture to improve student safety and well-being.

SCHOOL STRATEGIES: Improving Student Safety and Well-Being at BES

Building Staff Capacity: Strategies and Next Steps

1. Trauma-Informed Practice

- Continued professional learning focused on trauma-informed and relationship-centred practices
- Staff collaboration around regulation, behaviour support, and student well-being
- Strengthening calm, predictable, and supportive learning environments

2. Cognitive Connections and Self-Regulation

- Continued focus on self-regulation, resilience, and emotional well-being
- Staff collaboration around practical classroom strategies and student supports

3. Student Voice and Data-Informed Action

- Student surveys and feedback opportunities
- Review of school climate and student support data
- Targeted supports for students requiring additional connection or intervention

Consistent with OECD best practices, student voice and ongoing evidence gathering will continue helping guide school improvement efforts focused on increasing student safety and well-being.

4. Positive School Culture and Climate

- School-wide focus on kindness, empathy, inclusion, and respect
- Positive adult presence and relationship-building
- Consistent expectations, routines, and recognition systems
- Increased opportunities for student leadership and participation

5. Cultural Relevance and Inclusive Practice

- Continued integration of Indigenous perspectives and learning
- Inclusive school-wide activities and community-building opportunities
- Ongoing collaboration with Indigenous partners and families

6. Sustainability and Long-Term Impact

- Staff will work to co-create strategies that are sustainable within the school climate. Pro-D on September 21 will focus on this topic.
- There will be a focus on Indigenous students perceived sense of belonging
- One takeaway from this Pro-D will be to create a tool to measure how we are doing.

Our goal is that every student at BES feels increasingly safe, supported, valued, and connected each day they come to school.

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

Fostering personal identity and promoting cultural humility and safety within our school community.

DISTRICT GOAL:

Ensure that every learner feels personally and culturally safe, supported, and able to thrive.

DISTRICT OUTCOME:

Students will participate in inclusive learning environments that are free from racism, sexism, homophobia, harassment, and all forms of discrimination.

DISTRICT OBJECTIVE:

Establish a foundational understanding of cultural safety and humility among students, staff, and families.

SCHOOL OBJECTIVE:

Students will engage in learning that is rooted in **Aboriginal ways of knowing and being**.

SCHOOL STRATEGIES FOR 2026–27:

Throughout the 2026–27 school year, we are committed to **creating culturally responsive learning opportunities** that reflect Indigenous perspectives and values. These strategies aim to deepen understanding, foster belonging, and honour Indigenous teachings in our daily school life.

Key Approaches Include:

- **Building on the evolution of Our Assembly Practices:**

1st year, the school introduced a new circle-based seating format during assemblies to reflect the **Circle of Courage**. This time was also re-named as our “Monday morning gathering”. Students will continue to sit in their designated quadrants of the circle, with each area representing a different teaching—**Independence, Belonging, Mastery, and Generosity**—which will be woven into weekly themes.

- **Central Fire Representation:**

A symbolic hearth will remain at the center of our gatherings, inspired by the hearth

in SD27's 2022–2027 Strategic Plan, to represent a space of safety, warmth, and community connection.

- **Cultural Integration in Weekly Routines:**

Our assemblies and gatherings will continue to open with a Land Acknowledgement, and our **Word of the Week** will be shared in **Secwepemctsin**, supporting language revitalization and cultural visibility.

- **Curriculum Integration:**

Classroom teachers will deepen their commitment to incorporating **Indigenous ways of knowing and doing** across subjects, supported by continued use of the **First Peoples Principles of Learning**. A school-wide art project based on these principles was completed last year, and we will build on that work in the year ahead.

- **Cultural Learning Opportunities:**

Students will take part in meaningful Indigenous cultural events throughout the year, including:

- The **TREC Powwow**
- The **Dunn Creek Salmon Release**
- A **Cultural Day at Neqweyqwelsten School**

CONTINUED PROFESSIONAL LEARNING TO SUPPORT ALL GOALS (2026–27):

Staff learning and collaboration will be a cornerstone of our approach again this year. We will engage in:

- **Book Studies and Shared Inquiry:**

Staff will continue to work through books/resources by Jennifer Bay-Williams and John San Giovanni – Figuring out Fluency in Mathematics. Exploration of resources by Carole Fullerton is a possibility – Place value in Primary/Intermediate – developing number sense – will work through this as a staff at Sept Pro-D

- **Ongoing Staff and CEA Collaboration:**

Regular discussions during **staff and CEA meetings** will provide time for sharing strategies, planning, and reflecting on progress across all school goals.

- **Workshops and Guest Speakers:**

We will invite experts and district staff to support learning around cultural safety,

literacy, and numeracy. We will engage in district supported Pro-D around literacy and numeracy instruction

- **Review and Alignment with Key Frameworks:**

As a team, we will revisit the **WITS program**, **Guided Reading**, **MindUP**, and **Zones of Regulation**, alongside the **Seven Principles of Learning** and the **Seven Grandfather Teachings**, to ensure our teaching practices support the whole child.

- **Collaboration with District Literacy and Numeracy Teams:**

BES staff will continue to work closely with district coaches to strengthen our instructional approaches in literacy and numeracy, guided by culturally responsive principles and supported by dedicated time during staff meetings.

