



## VISION STATEMENT

To ignite passion and resiliency in our students to meet the academic and social realities of today and prepare them for the challenges of tomorrow.



## MISSION STATEMENT

To ensure a safe, inclusive learning environment that develops the whole child, working together with family and community.

# Curriculum

## Literacy

**Literacy Goal:** To improve all K – 8 students’ literacy and learning skills in the area of reading comprehension and writing.

**Performance target:** Improve the number of students meeting appropriate reading and writing standards on provincial assessments and common benchmarks through the ongoing process of assessment, targeted intervention and progress monitoring.

<b><i>Focus</i></b>	<b><i>Strategies &amp; Actions</i></b>	<b><i>Indicators of Success</i></b>	<b><i>Time Line</i></b>	<b><i>Responsibility</i></b>
<p>To increase skills in literacy overall through the ongoing process of assessment, targeted intervention and progress monitoring.</p> <p style="text-align: center;"><b><u>Reading Goals</u></b></p> <p>To increase the ability of all students to read at a grade-appropriate level through identified and targeted interventions</p> <p>To increase students’ comprehension of reading material at their instructional level, in particular higher-level strategies including inferential and personal critical.</p> <p>To develop the use of cross-curricular strategies in all subject areas using non-fiction texts.</p> <p>To develop a strong focus on non-fiction texts, reading to learn across the content areas.</p>	<p>Work with ELC on pre-K activities geared at language development.</p> <p>Staff needs to analyze and use targeted data to determine instruction and intervention during PLCs and ESS meetings.</p> <p>Timely reporting of students requiring intervention. (Early intervention leads to success!)</p> <p>Timely and tiered interventions, supported by progress monitoring. (Flex Group, Early Literacy Intervention through Early Literacy Friends (ELF), Irving Oil Literacy Tutoring Program).</p> <p>Ongoing completion of school baseline and benchmark assessments for all students in reading and writing.</p> <p>Teachers will increase their use of non-fiction texts during all components of a balanced literacy program. (modelled,</p>	<p>Updated results in school baseline and benchmarks should show an increase in student reading comprehension skills and writing by 5 percent each year.</p> <p>Students’ pieces of writing show progress throughout the school year and an increasing number of appropriate scores on the six write traits.</p> <p>Use school reading and writing baseline and benchmarks for progress monitoring.</p> <p>Increased interest in general content areas stemming from improved literacy skills.</p> <p>Increased attendance and participation in school-based literacy events, illustrates an increased appreciation and value for literacy in our community.</p>	<p>Continued use of 6+1 Writing Traits resources.</p> <p>Continuation of cross-curricular reading and writing instruction.</p> <p>Continued completion of baseline and benchmarks for all students in reading and writing, using provincial/school assessments.</p> <p>Continue Family Literacy Nights focused on literacy and learning skills.</p> <p>Investigate and continue library programs such as Fog Lit and author programs.</p> <p>Continue to ensure a formal writing workshop is separate from the Daily 5 writing component.</p> <p>Continued focus on comprehension and fluency components of the reading process.</p> <p><b><u>Year One:</u></b></p> <p>Establish Book Clubs to promote the differentiation of reading content, process and product.</p>	<p>Classroom teachers Resource teachers Administration/ core leadership team Educational Assistants Instructional leads and/or coaches Core Leadership Team Students Parents Volunteers (including literacy tutors) Early Learning Centre District</p>

**Writing Goals**

To offer multiple opportunities for increased student engagement in writing

To support the improvement of student writing using specific targeted interventions based on data

To increase student independence in evaluating their own writing for proper use of conventions.

shared, guided and independent reading, oral language, and word work.)

To increase our non-fiction reading library for our K – 8 students.

Continue to ensure a formal Writers' Workshop structure.

Increased discussion and use of shared assessments to drive instruction.

To identify student learning styles, provide a variety of opportunities for students to write, and allow students to present/share their work (ie. wall displays, presentations, etc.)

Periodically, all students will produce a demand piece of writing which will be collaboratively marked by teachers.

Working toward continued development and use of student-friendly writing targets (I can statements) which are visible to everyone, discussed regularly, and communicated clearly to students so they can express an understanding of their learning needs.

Introduce and support the use of Quick Writes.

All foci includes French literacy and writing, where applicable. All strategies will be adhered.

Initial development of outcome-based activities focused on student needs for improvement in reading and writing in small strategy groups.

Continued development, use and discussion of student-friendly writing targets with children

Incorporate progress monitoring component for students not meeting required targets.

**Year Two:**

Evaluate and revise last year's outcome-based activities.

Ensure continued discussion of writing targets with students

Evaluate use of progress monitoring component.

Evaluate and refine literacy celebration.

Evaluate use of differentiation through targeted whole-group mini-lessons and small-group strategy sessions.

**Year Three:**

Further refine outcome-based activities.

Work toward students being able to communicate an understanding of their learning needs.

Re-evaluate progress monitoring component

Re-evaluate and refine process of differentiation through targeted whole-group mini-lessons and small-group strategy sessions.

# Curriculum Delivery

## Numeracy

**Goal:** Numeracy; to improve our students' skills and proficiency in Mathematics, focusing specifically on number sense, computation and mathematical thinking skills.

**Performance target:** Improve the number of students meeting appropriate standards to 90 percent on provincial assessments and benchmarks.

<b><i>Focus</i></b>	<b><i>Strategies &amp; Actions</i></b>	<b><i>Indicators of Success</i></b>	<b><i>Time Line</i></b>	<b><i>Responsibility</i></b>
<p><b>Number Sense</b> (number line) To increase students' number sense through the use of number lines.</p>	<ul style="list-style-type: none"> <li>• All teachers using number lines at appropriate grade levels</li> <li>• Usage and repetition.</li> <li>• Use as a core strategy in various outcomes.</li> <li>• Focus on Benchmark numbers (like <math>\frac{1}{2}</math>) on number line</li> <li>• Displays around school of various number lines. Ex. thermometer, calendar, timelines in Social Studies (cross-curricular), yard.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement on district benchmark assessments (4,6) and voluntary assessments (3,5,7,8).</li> <li>• Improvement on teacher summative assessments.</li> <li>• Improvement on teacher formative assessment (exit slips, journals).</li> <li>• K-2 Key Skills.</li> <li>• Pre/Post classroom assessment.</li> <li>• 90 percent of students are "number line savvy" and can use number lines as guides for higher order problem solving</li> </ul>	<p><b><u>Year One:</u></b></p> <ul style="list-style-type: none"> <li>• Identify and develop lessons and activities that support number sense outcomes, with the usage of number lines</li> <li>• <b>Number lines posted and being used around the school</b></li> <li>• Review data at PLC math meeting.</li> </ul> <p><b><u>Year Two:</u></b></p> <ul style="list-style-type: none"> <li>• Continue the development of lessons and usage of number line. All teachers are creating assessments that incorporate number line usage.</li> </ul> <p><b><u>Year Three:</u></b></p> <ul style="list-style-type: none"> <li>• Number lines will be used in the classrooms by all teachers to explore and reinforce number sense outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Resource teachers</li> <li>• Administration</li> <li>• E.A.'s</li> <li>• Numeracy leads</li> <li>• Students</li> <li>• Volunteers?</li> </ul>

**Computation**

To increase students understanding of basic Math facts and mental Math strategies. This will give students a strong foundation for other Math concepts

- Math Wall of Fame
- Clipper of the Month
- Math Bee
- Warm Ups (facts)
- Flocabulary
- Around the school
- Repetition of facts so they become automatic.
- Math Homework
- Mental Math activities – strategies
- LHB to write newsletter
- Family Night
- Family Fun Facts (games)
- Booklet

- Increased recall
- Improved Mental Math scores in both voluntary/involuntary benchmarks (4,6/3,5,7,8)
- Improvement in formative and summative assessments
- Student confidence and motivation
- k-2 skills assessment
- 75 percent of students will be achieving appropriate in benchmark/district assessments on mental math category

**Year One:**

- Implement Math activities into the Clipper assemblies. Find, develop math warm ups, activities, games to use in centres, guided Math, enrichment extension (started Jan. 2016)
- Review data at PLC meeting
- Plan Math night (planned for May)
- Games and homework
- Plan common assessments, grades 3-6

**Year Two:**

- Review the success of year one
- Make changes based on data
- Math in the playground/gym
- Introduce new activities
- Plan common assessments, grades 3-8

**Year Three:**

- continue to add to the computation resources
- Use data to adjust focus to those areas which continue to require extra attention

<p><b>Mathematical Thinking</b> Working to increase students' ability to explain their thinking. Students' need to be able to explain the process they used to support their understanding.</p>	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Journals at least once/twice weekly</li> <li>• Modelling of expectations</li> <li>• Rubric</li> <li>• Practice constructive response assessments</li> <li>• Think alouds model the thinking process aloud</li> <li>• Sharing answers with peers</li> <li>• Exploration</li> <li>• Express their mathematical thinking to their peers</li> </ul>	<ul style="list-style-type: none"> <li>• more detailed answers for journals</li> <li>• more success with constructive response sections of benchmarks and in class assessments</li> <li>• students are able to verbally explain their reasoning</li> <li>• data journals, observations, constructive response at PLC</li> <li>• 90 percent of students routinely create structured mathematical/language sentences when faced with mathematical word problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan common assessments, grades 2-8.</li> </ul> <p><b><u>Year One:</u></b></p> <ul style="list-style-type: none"> <li>• Implement in all grades</li> <li>• grade appropriate rubric for journals</li> <li>• develop and use comon rubrics</li> <li>• starting to develop a bank of journal and constructive response questions</li> <li>• meet to discuss at monthly PLC</li> </ul> <p><b><u>Year Two:</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop bank.</li> <li>• School-wide math word problems of the week.</li> </ul> <p><b><u>Year Three:</u></b></p> <ul style="list-style-type: none"> <li>• .Continue with year two</li> </ul>	
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\*Produced by Math Team (L. Hamilton-Brown, A. Belyea, J. Porter, V. Smith (Math lead)).



**"Together we learn, together we grow"**

# Positive Learning Environment Plan (Mental Health)



## Positive Learning Environment (Mental Health)

**Goal:** To support the whole child's well-being through identifying lagging skills and supporting growth in this area.

**Target:** To foster a positive learning environment where all students feel safe, supported and accepted regardless of exceptionalities and/or challenges.

<i><b>Focus</b></i>	<i><b>Strategies &amp; Actions</b></i>	<i><b>Indicators of Success</b></i>	<i><b>Time Line</b></i>	<i><b>Responsibility</b></i>
<p>To build capacity within students to self-monitor and self-regulate</p> <p>To increase staff ability to identify lagging skills in students, especially in those who are at risk in an effort to help these students self-regulate and self-monitor</p>	<p>Continued PD, dialogue and training focused on lagging skills (Ross Green), understanding trauma-sensitive children, understanding kids in poverty and Mental Health issues.</p> <p>Use of WITS school-wide.</p> <p>Targeted interventions of SuperFlex and Zones of Regulation,</p> <p>Use of PATHS program in K-2 through Guidance.</p> <p>Introduction of Minds Up to staff and students.</p> <p>Use of Fun Friends with kindergarten.</p>	<p>Decrease in student behavior (as per win school data)</p> <p>Increase in student learning (data collected from common and provincial assessments)</p> <p>Positive feedback on perception surveys (as reported by parents and students).</p>	<p>PD ongoing, focusing Eric Jensen, Teaching with Poverty in Mind, 2015-2016.</p> <p>Increased use of targeted interventions, ongoing.</p> <p>Ongoing.</p> <p>Ongoing</p> <p>To be implemented, Fall 2016.</p> <p>Ongoing in K Flood. To be shared more widely in 2016.</p>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Resource</li> <li>• Administration</li> <li>• Community coordinator</li> <li>• Students</li> <li>• Parents</li> <li>• Volunteers</li> <li>• Community police</li> <li>• Boys and Girls Club</li> <li>• Early learning Centre</li> </ul>

# Community

**Goal:** To strengthen engagement of families and foster community partnerships.

**Performance target:** To maintain the effective community relationships that we have developed over the past few years while re-evaluating and developing new partnerships with family and community.

<b>Focus</b>	<b>Strategies &amp; Actions</b>	<b>Indicators of Success</b>	<b>Time Line</b>	<b>Responsibility</b>
<p>To expand parental/ family participation within the school environment and maintain a culture of parental/family involvement.</p> <p>To ensure awareness among our community partners with respect to the importance of their contributions within the school.</p>	<p><b>Increase communication between schools and parents/guardians through:-</b></p> <ul style="list-style-type: none"> <li>- Monthly newsletters</li> <li>- Talk mail</li> <li>- Updated website</li> <li>- Implement twitter (for community and business partners)</li> <li>- Teacher classroom newsletters</li> <li>- Surveys</li> </ul> <p><b>Increase the frequency of activities geared toward parental/guardian involvement with student learning (eg. Family Literacy Night).</b></p> <p><b>Frequent updates with partners regarding their involvement/impact in our school.</b></p> <ul style="list-style-type: none"> <li>- "Clippers on Course"</li> <li>- Appreciation Events for volunteers in the building.</li> <li>- Community Coordinator to maintain communication with partners.</li> </ul>	<ul style="list-style-type: none"> <li>- Surveys are completed</li> <li>- Increased participation in parents/guardians attending events (<b>Open House, BBQ, P/T night, Pre-K evenings, Take 5 on Fridays</b>)</li> <li>- Increase in volunteerism within the school</li> </ul>	<p>May/June 2016.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>PSSC will be sending out survey for parents</p> <p>PSSC to re-start weekly Take-5 coffee/info sessions for parents/guardians</p> <p>Community Coordinator/{Principal reaching out to community partners and families for volunteers</p>
	<ul style="list-style-type: none"> <li>- Newsletters, talk mail</li> <li>- Update website and implement twitter</li> <li>- Clippers on Course</li> <li>- Maintain and enhance partnerships</li> </ul>	<p>Ongoing</p> <p>Ongoing with District support</p> <p>Implement Spring 2016</p>	<p>Principal/VP/ Community Coordinator/ Teachers</p> <p>District Office, Community Coordinator, Teacher (Tech)</p> <p>Principal, Community Coordinator</p>	

\*Produced by Ben Gillcrist, Community Coordinator; Christine Roy, Principal, and feedback from PSSC (Jen Kovacs, Kathryn Ferris)