



School: Fairview Elementary

Principal: Laura Bruce

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page)

New Goal: Fairview is starting a new goal of improving reading comprehension for all learners by working on foundational skills and focusing on reading for meaning.

B. Rationale

- School-wide data shows 73 students are not meeting expectations in reading, which is significantly higher than in numeracy (39 students not meeting).
- Staff identified reading comprehension as a key concern, especially in intermediate grades.
- Assessment practices and collaborative planning have already started and can be leveraged for targeted improvement.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Implement evidence-based reading comprehension strategies (e.g., reciprocal teaching, questioning techniques, summarizing).
2. Use formative assessments to monitor student progress and adjust instruction.
3. Facilitate cross-grade collaboration and professional learning communities (PLCs) focused on literacy within the school
4. Collaborate with the district literacy helping teacher to offer professional growth and workshops.
5. Integrate reading comprehension goals into school-wide events like Club Red (Read Every Day) and literacy celebrations.

D. Evidence / Data (how will you measure success?)

- Improved student achievement in reading on school-based assessments and report card data.
- Increased student engagement and confidence in reading tasks.
- Reduction in the number of students not meeting expectations in reading.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Fairview Elementary

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A. Goal (one goal per page)

New Goal: Fairview is shifting from our previous social-emotional learning (SEL) goal to a new focus area - enhancing the school climate at Fairview by supporting learners in developing stronger self-regulation, improving peer conflict resolution skills, and building resiliency.

B. Rationale

We have spent the last two years focusing on trauma-informed practices and have had steady increases in students being positively connected to adults in the school and at home. By contrast, learners have reported a decrease in school climate over the last 3 years.

- Middle Years Development Instrument (MDI) data shows:
 - School Climate score is 62%, which is a drop from 65% in the previous year and lower than School Belonging (83%) and Adult Connection (78%)
 - 22% of students report high levels of worry/anxiety.
 - Only 44% report high self-regulation, with 14% in the low range
 - Increase in cyber, physical and verbal bullying behaviours reported by learners
- Staff identified school climate as a priority area for development.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Provide professional development in SEL instruction and continue with trauma informed practices.
2. Continuing to build and create positive connections for students at school.
3. Increase student problem solving and advocacy with social situations through SEL programming.
4. SEL committee is working on supporting SEL programming and implementation in our building with resources and professional development ideas including review of programs available and inservice of new ones.
5. Increase opportunities for student voice and leadership in shaping school culture.

D. Evidence / Data (how will you measure success?)

- Improved MDI scores in School Climate, Self-Regulation, and Absence of Sadness/Worries.
- Reduction in reported incidents of bullying and social exclusion.
- Increased student participation in SEL activities and leadership roles.

Principal:

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Date:



School: Odyssey/Fairview

Principal: Laura Bruce

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

New Goal: Numeracy: To improve students' conceptualization of numeracy skills and application of these skills throughout the grades.

B. Rationale

In Odyssey, staff have noticed a generally low confidence with numeracy, as well as gaps in learning and misconceptions of mathematical concepts. Many students struggle to attain and apply knowledge. Based on the SD42 assessment report in the Parent Portal, our student performance in numeracy is lower than literacy. According to our own reporting data, many Odyssey students are emerging or developing in numeracy.

This fact has also need noted by all Odyssey teachers in:

- 1:1 instruction with students - observations of lack of work completion and work being done incorrectly
- parent requests for support from Odyssey staff
- conversations among Odyssey staff members

The overall goal to increase student success in numeracy by supporting both their conceptual and emotional development, as well as helping Odyssey parents with at-home instruction.

C. Action Plan (list specific actions, school level and district level resources or structures used)

We want to collaborate as a teaching team to promote consistency of instruction within Odyssey around numeracy. We will work together towards this goal by:

- supporting parents in teaching math concepts at home by providing and modelling the use of visual and manipulative tools
- identifying and addressing evident misconceptions of math concepts pre-emptively
- helping students build confidence by encouraging perseverance and resiliency and embracing the idea of struggle as part of the learning process (growth mindset instruction)
- model a collaborative approach to problem solving between teachers and students

D. Evidence / Data (how will you measure success?)

We will measure success in the following ways:

- an increased use of visual aids and manipulative tools
- observation of increased resiliency around challenging tasks
- observation of successful collaboration during math challenges (e.g., use of growth mindset language, a positive climate around numeracy and especially during difficult math challenges)
- authentic demonstrations of understanding of math concepts

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Superintendent:

Board Chairperson:

Date: