



ST. STEPHEN ELEMENTARY SCHOOL

Our Vision:

St. Stephen Elementary School ensures, enriches and celebrates the learning and growth of everyone towards becoming responsible global citizens.

Our Mission:

Collaboratively, we will promote academic excellence through authentic experiences and foster personal growth in a safe and happy community.

ST. STEPHEN ELEMENTARY SCHOOL

School Improvement Plan

2020-2021



SSES School Improvement Plan

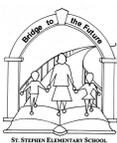


Curriculum Delivery

Target Area: Student Achievement in *Reading & Viewing*.*

Goal: Based on the November data, by the end of June 2021, there will be at least one student per grade level that will move from a 1 to a 2 as well as another student moving from a 2 to a 3, per term. Where cases of students working below grade level (1) do not exist, improvement should be noted from 2 to a 3. *Reading and Viewing will be based on their primary language of instruction. Students on PLPs will be assessed according to their individual goals. Successful completion of PLP goals is considered meeting expectations (3).

Success Indicators (Kindergarten)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	1	5	9	Flexible Groups	Classroom Teachers	Heggerty Resources 2 nd Benchmark Assessment to determine progress.
Approaching	13	10	15	Progress Reports		
Meeting	44	46	40	Small Group Work		
Excelling	0	0	1	Increased Daily Literacy Times		
				Challenges		Next Steps
				Masks preventing proper pronunciations/communication.		Mid Year Heggerty Formative Assessment. Creation of small skills-based groups as indicated from data.



SSES School Improvement Plan



Success Indicators (Grade 1)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	8	9	9	Decodable Readers	Classroom Teachers	Decodable Books
Approaching	18	15	11	3 Part Drills	Students	Sounds with Actions
Meeting	42	46	32	Heggerty Program (English)		Explicit Phonic Instruction
Excelling	0	0	0	Recording Reading		
				Challenges		Next Steps
				Attendance		Literacy Support Intervention
				Lacking complete sets (decodable readers)		Phonemic Awareness Focus

Success Indicators (Grade 2)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	17	8	5	Voice/Sound Recording (FI – TEAMS)	Classroom Teachers	Intervention opportunities during exploration time.
Approaching	14	15	21	Heggerty Program (EP)		Focus on phonemic awareness.
Meeting	26	31	29			
Excelling	0	4	0			
				Challenges		Next Steps
				Significant gap in academic ability with missed classroom time from the previous year.		Sound Walls
				(FI) Requiring additional resources for assessment of literacy skills.		Decodable Readers
						Phonemic Awareness



SSES School Improvement Plan



Success Indicators (Grade 3)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	13	17	13	Precision Reading	Classroom Teachers	Phonemic Awareness Intervention
Approaching	28	21	19	Individual Word Lists	Students	Skills Based Learning
Meeting	36	37	34	Guided Reading		
Excelling	4	4	12	Progress Reports		
				Challenges		Next Steps
				Significant gap in academic ability with missed classroom time from the previous year.		Precision Reading Oral Comprehension Assessments

Success Indicators (Grade 4)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	27	8	8	Precision Reading	Classroom Teachers	Extra Guided Reading Opportunities
Approaching	21	35	18	Guided Reading	Students	
Meeting	29	35	53	Comprehension Lessons		
Excelling	0	0	0			
				Challenges		Next Steps
				Limited intervention outside of class time		Continue with guided reading
				Still a wide gap from the missing time last year		Continue with comprehension lessons



SSES School Improvement Plan



Success Indicators (Grade 5)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3	Literacy Circles	Classroom Teachers	Small group intervention
Working Below	0	0	5	Saddleback Reading Comprehension		Guided Reading
Approaching	17	13	16	Differentiated Reading Comprehension		Shared Reading
Meeting	62	32	27			
Excelling	0	0	0			
				Challenges		Next Steps
				Covid – Restrictions with reading buddies, outside volunteers No library access. Intensive French gap. Lack of quiet space for interventions		Continue with guided reading groups. At home projects. Provide students with online reading resources. If covid restrictions lessen, we can invite in volunteers for reading buddies.



SSES School Improvement Plan



Curriculum Delivery

Target Area: Student Achievement in *Writing & Representing**

Goal: Based on the November data, by the end of June 2021, there will be at least one student per grade level that will move from a 1 to a 2 as well as another student moving from a 2 to a 3, per term. Where cases of students working below grade level (1) do not exist, improvement should be noted from 2 to a 3. *Writing & Representing will be based on their primary language of instruction. Students on PLPs will be assessed according to their individual goals. Successful completion of PLP goals is considered meeting expectations (3)

Success Indicators (Kindergarten)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	1	10	13	Progress Reports Flexible Groups Additional Literacy linked during Exploration time.	Classroom Teachers	Writing exemplars used to direct focused practice on required skills.
Approaching	12	13	14			
Meeting	48	38	37			
Excelling	0	0	1			
				Challenges		Next Steps
				Difficulty providing needed one-on-one time to all students with increased expectations.		Provide more authentic experiences in the classroom for students to write about. Research and discover additional strategies to motivate students to write.



SSES School Improvement Plan



Success Indicators (Grade 1)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	10	5	7	Small Group Work	Classroom Teachers	Connecting Sound to Print
Approaching	29	20	18	Adjusted Teaching to Small Groups		
Meeting	30	46	28	Targeted Drills		
Excelling	0	0	0			
				Challenges		Next Steps
				Printing Skills		Increased printing practice.
				Lack of oral language skills (FI)		Increased oral language practice.
						Modelled writing.

Success Indicators (Grade 2)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	6	7	4	Links to Practice Websites available on Teams	Classroom Teachers	Modelled writing Shared writing and dictation
Approaching	19	13	18	Digital Sight Word Practice (FI – TEAMS)		
Meeting	32	36	33			
Excelling	0	1	0			
				Challenges		Next Steps
				Limited vocabulary and spelling skills		Authentic writing experiences.
						Practice with conventions of writing.
						Use of Sentence strips (FI).



SSES School Improvement Plan



Success Indicators (Grade 3)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	15	14	9	Personal Spelling/High Frequency Words	Classroom Teachers	<p>Guided Instruction: Small group work to meet targeted needs as identified from formative assessments.</p> <p>Technology: Additional technology pieces have become available allowing speech-to-text and word processing options.</p> <p>Planners and Graphic Organizers: Used to help students select topics and organize thoughts to follow logical sequencing.</p>
Approaching	27	20	23	Progress Reports		
Meeting	37	45	45			
Excelling	0	0	0			
				Challenges		Next Steps
				<p>Low achievement students experiencing difficulty speaking the language also struggle with writing the language.</p> <p>Short term memory obstacles have also been identified.</p>		<p>Technology: Continued work with newly available technology to be used.</p> <p>Planners and Graphic Organizers: Continued focus with struggling writers to use graphic organizers. Multiple organizational options to be explored allowing students to use the best strategy for them.</p> <p>Peer Mentoring/Assisting: Stronger students to be paired with struggling students to continue progress.</p> <p>Working Conditions: Used for concrete tools to help with word/sound recognition.</p>



SSES School Improvement Plan



Success Indicators (Grade 4)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3	Modelled Writing Student Led Criteria Student Self-Assessment	Classroom Teachers Students	Modelled lessons Student self and peer assessments
Working Below	13	11	5			
Approaching	40	36	33			
Meeting	24	31	39			
Excelling	0	0	2			
				Challenges		Next Steps
				Limited topics with retells as there are limited options kids have for things to talk about with covid limitations.		Continue with modelled writing. Plan some fun activities at school that students can write about.



SSES School Improvement Plan



Success Indicators (Grade 5)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	0	0	0	Differentiated Homework	Classroom Teachers	Modelling
Approaching	23	14	16	Word Wallets	Students	Peer-Editing
Meeting	56	31	32	Home Projects	Parents	Teacher – Student conferencing.
Excelling	0	0	0			Mini Lessons
						Quick Writes
				Challenges		Next Steps
				Time		Practicing Journal writing at home.
				Ideas/Topic Generating		Continue with modelling pieces.
						Including more short writings in cross curricular assignments.
						More written response/quick response.



SSES School Improvement Plan



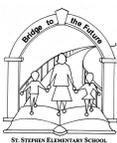
Curriculum Delivery

Target Area: Student Achievement in *Speaking & Listening*.*

Goal: Based on the November data, by the end of June 2021, there will be at least one student per grade level that will move from a 1 to a 2 as well as another student moving from a 2 to a 3, per term. Where cases of students working below grade level (1) do not exist, improvement should be noted from 2 to a 3. *Speaking & Listening will be based on their primary language of instruction. Students on PLPs will be assessed according to their individual goals. Successful completion of PLP goals is considered meeting expectations (3).

Success Indicators (Kindergarten)				Strategies Beyond Best Practices	Responsibility
	Term 1	Term 2	Term 3		
Working Below	1	1	3	<ul style="list-style-type: none"> Progress Reports Flexible Groups Exploration time also links to Speaking and Listening 	<ul style="list-style-type: none"> Classroom Teachers
Approaching	13	18	11		
Meeting	44	42	51		
Excelling	0	0	0		

Success Indicators (Grade 1)				Strategies Beyond Best Practices	Responsibility
	Term 1	Term 2	Term 3		
Working Below	2	0	3	<ul style="list-style-type: none"> Heggerty Phonological Awareness program (English)Recording Student Reading Small Group Work 	<ul style="list-style-type: none"> Classroom Teachers Students
Approaching	14	19	8		
Meeting	53	51	44		
Excelling	0	0	0		



SSES School Improvement Plan



Success Indicators (Grade 2)				Strategies Beyond Best Practices	Responsibility
	Term 1	Term 2	Term 3		
Working Below	5	3	2		
Approaching	11	14	13		
Meeting	41	36	41		
Excelling	0	3	0		

Success Indicators (Grade 3)				Strategies Beyond Best Practices	Responsibility
	Term 1	Term 2	Term 3		
Working Below	5	2	4		
Approaching	13	17	14		
Meeting	61	59	59		
Excelling	0	1	1		

Success Indicators (Grade 4)				Strategies Beyond Best Practices	Responsibility
	Term 1	Term 2	Term 3		
Working Below	2	2	1		
Approaching	16	23	16		
Meeting	59	53	62		
Excelling	0	0	0		



SSES School Improvement Plan



Success Indicators (Grade 5)				Strategies Beyond Best Practices	Responsibility
	Term 1	Term 2	Term 3		
Working Below	0	0	0	<ul style="list-style-type: none">• Word Wallets• Literacy Circles• Oral Language Development through Presentations	<ul style="list-style-type: none">• Classroom Teachers
Approaching	10	14	6		
Meeting	69	46	58		
Excelling	0	0	0		



SSES School Improvement Plan



Curriculum Delivery

Target Area: Student Achievement in *Numbers & Operations*.*

Goal: Based on the November data, by the end of June 2021, there will be at least one student per grade level that will move from a 1 to a 2 as well as another student moving from a 2 to a 3, per term. Where cases of students working below grade level (1) do not exist, improvement should be noted from 2 to a 3. *Numbers & Operations will be based on their primary language of instruction. Students on PLPs will be assessed according to their individual goals. Successful completion of PLP goals is considered meeting expectations (3).

Success Indicators (Kindergarten)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	0	2	1	Progress Reports	Classroom Teachers	Repetition of outcomes through games.
Approaching	8	5	15	Small Groups		
Meeting	50	54	49	Exploration Time linked to Math Curriculum		
Excelling	0	0	0			
				Challenges		Next Steps
				Finding more activities for math games and centers to maintain engagement.		Working on more independence with number of the day activities. Focus on number sense and move on to bigger numbers. Focus on number sentences as we explore larger numbers.



SSES School Improvement Plan



Success Indicators (Grade 1)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	2	1	3	Stretch Tasks	Classroom Teachers	Team Planning
Approaching	9	17	8	Guided Math		Condensed Curriculum
Meeting	58	53	42	Math Stations		
Excelling	0	0	0	Math Groups		
				Challenges		Next Steps
				Student ability to print numbers.		Continue printing practice.
				Website subscriptions (Starfall & Zorbit).		Additional small group support.

Success Indicators (Grade 2)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	2	1	0	Stretch Tasks	Classroom Teachers	Compacted curriculum
Approaching	9	17	15	Guided Math		Class Size
Meeting	58	53	40	Math Stations		Small intervention groups
Excelling	0	0	0	Math Groups		
				Challenges		Next Steps
				Students still have not mastered mental math strategies (basic +/- facts to 20)		Continue to work on fact mastery with focus on: N9-N10



SSES School Improvement Plan



Success Indicators (Grade 3)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3	Stretch Tasks Flexible Groups Math Stations	Classroom Teachers	<p>Guided Math: Continued work with guided math to help student meet outcomes and work at their skill levels.</p> <p>Number Line: additional information added to formative assessments as support tools to respond to questions.</p>
Working Below	7	4	1			
Approaching	23	22	13			
Meeting	43	46	61			
Excelling	6	7	3			
				Challenges	Next Steps	
				<p>Language is a consistent struggle. Word problems in non-native languages result in a significant barrier to success.</p> <p>Larger educational gaps when creating skill level groups (in part from missed time from the previous year and classroom make up).</p> <p>Gaps in accomplishments are more noticeable now as students recorded as catching up have met grade level expectations.</p>	<p>Number Strategies: Continue discussing and exploring additional strategies for addition, subtraction, multiplication and division (expansion, number line, carry, etc.)</p> <p>Guided Math: Continue with small skill-based groups bi-weekly practice for number strand. The goal would be to move at least one student from a 1 to a 2 and one student from a 2 to 3.</p> <p>Flexible Grouping: Ongoing practice with flexible groups in a step up and step-down intervention strategies to meet the diverse needs of students in the classroom.</p>	



SSES School Improvement Plan



Success Indicators (Grade 4)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3	Guided Math Math Pyramid	Classroom Teachers	
Working Below	5	4	4			
Approaching	27	29	36			
Meeting	45	44	39			
Excelling	0	0	0			
				Challenges		Next Steps
				Math facts are not known and students are still struggling to meet these expectations.		Practicing math facts daily. Continue with guided math groups. Continued review of basic operations.



SSES School Improvement Plan



Success Indicators (Grade 5)				Strategies Beyond Best Practices	Responsibility	Additional Strategies
	Term 1	Term 2	Term 3			
Working Below	0	0	0	Guided Math	Classroom Teachers	Manipulatives
Approaching	11	14	10	PLP Homework		Project-based
Meeting	49	45	52	Individualized Minute Math		Real world connections
Excelling	1	0	1			Small group work
						Games
				Challenges		Next Steps
				Struggling with reading questions for comprehension.		Continue with project-based learning opportunities. Guided Math Stations Adding in more Games for fractions unit. Re-wording text questions.



SSES School Improvement Plan



Positive Learning Environment

Target Area: Initiatives that promote sustaining a Positive Learning and Working Environmental Education and initiatives that promote positive mental fitness in children.

Goal: By the end of each month, at least one celebration of student achievement/talent will be held.

Success Indicators			Strategies	Responsibility
✓	✓	✓	Caught Being Kind Forms	<ul style="list-style-type: none"> Teachers EAs Students
✓	✓	✓	Update Recognition Wall	<ul style="list-style-type: none"> Teachers
✓	✓	✓	Term Recognition Awards	<ul style="list-style-type: none"> Teachers Administration
✓	✓	✓	Monthly Virtual Assembly	<ul style="list-style-type: none"> PLEP Staff
T1	T2	T3		

Parent Communication and Involvement

Target Area: Continuous fostering of partnerships with families and communities

Goal: By the end of June 2021, we will have promoted/created at least three school wide occasions for family and community involvement within the school environment and/or digital environment.

Success Indicators			Strategies	Responsibility
✓			Welcome Back / Meet the Teacher	<ul style="list-style-type: none"> Staff
✓	✓	✓	Microsoft Teams ©	<ul style="list-style-type: none"> Staff/Administration
✓	✓	✓	PSSC / Home & School	<ul style="list-style-type: none"> ESST/Administration PSSC
T1	T2	T3		