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| C:\Users\mcalllil\Documents\School_Logo2_jpg_files\School_Logo2.jpg**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 SchoolSchool Improvement Plan2020-2021 |

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| **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). |

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| **Success Indicators (Kindergarten)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Flexible GroupsProgress ReportsSmall Group WorkIncreased Daily Literacy Times | Classroom Teachers | Heggerty Resources2nd  Benchmark Assessment to determine progress. |
| **Working Below** | 1 | 5 |  |
| **Approaching** | 13 | 10 |  |
| **Meeting** | 44 | 46 |  |
| **Excelling** | 0 | 0 |  |
|  | **Challenges** | **Next Steps** |
| Masks preventing proper pronunciations/communication. | Mid Year Heggerty Formative Assessment.Creation of small skills-based groups as indicated from data. |

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| **Success Indicators (Grade 1)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Decodable Readers3 Part DrillsHeggerty Program (English)Recording Reading | Classroom TeachersStudents | Decodable BooksSounds with ActionsExplicit Phonic Instruction |
| **Working Below** | 8 | 9 |  |
| **Approaching** | 18 | 15 |  |
| **Meeting** | 42 | 46 |  |
| **Excelling** | 0 | 0 |  |
|  | **Challenges** | **Next Steps** |
| AttendanceLacking complete sets (decodable readers) | Literacy Support InterventionPhonemic Awareness Focus |

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

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| **Success Indicators (Grade 3)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Precision ReadingIndividual Word ListsGuided ReadingProgress Reports | Classroom TeachersStudents | Phonemic Awareness InterventionSkills Based Learning |
| **Working Below** | 13 | 17 |  |
| **Approaching** | 28 | 21 |  |
| **Meeting** | 36 | 37 |  |
| **Excelling** | 4 | 4 |  |
|  | **Challenges** | **Next Steps** |
| Significant gap in academic ability with missed classroom time from the previous year. | Precision ReadingOral Comprehension Assessments |

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

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| **Success Indicators (Grade 5)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Literacy CirclesSaddleback Reading ComprehensionDifferentiated Reading Comprehension | Classroom Teachers | Small group interventionGuided ReadingShared Reading  |
| **Working Below** | 0 | 0 |  |
| **Approaching** | 17 | 13 |  |
| **Meeting** | 62 | 32 |  |
| **Excelling** | 0 | 0 |  |
|  | **Challenges** | **Next Steps** |
| Covid – Restrictions with reading buddies, outside volunteersNo 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. |

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| **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) |

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| **Success Indicators (Kindergarten)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Progress ReportsFlexible GroupsAdditional Literacy linked during Exploration time. | Classroom Teachers | Writing exemplars used to direct focused practice on required skills. |
| **Working Below** | 1 | 10 |  |
| **Approaching** | 12 | 13 |  |
| **Meeting** | 48 | 38 |  |
| **Excelling** | 0 | 0 |  |
|  | **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. |

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| **Success Indicators (Grade 1)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Small Group WorkAdjusted Teaching to Small GroupsTargeted Drills | Classroom Teachers | Connecting Sound to Print |
| **Working Below** | 10 | 5 |  |
| **Approaching** | 29 | 20 |  |
| **Meeting** | 30 | 46 |  |
| **Excelling** | 0 | 0 |  |
|  | **Challenges** | **Next Steps** |
| Printing SkillsLack of oral language skills (FI) | Increased printing practice.Increased oral language practice.Modelled writing. |

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| **Success Indicators (Grade 2)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Links to Practice Websites available on TeamsDigital Sight Word Practice (FI – TEAMS) | Classroom Teachers | Modelled writingShared writing and dictation |
| **Working Below** | 6 | 7 |  |
| **Approaching** | 19 | 13 |  |
| **Meeting** | 32 | 36 |  |
| **Excelling** | 0 | 1 |  |
|  | **Challenges** | **Next Steps** |
| Limited vocabulary and spelling skills | Authentic writing experiences.Practice with conventions of writing.Use of Sentence strips (FI). |
| **Success Indicators (Grade 3)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Personal Spelling/High Frequency WordsProgress Reports | Classroom Teachers | **Guided Instruction:** Small group work to meet targeted needs as identified from formative assessments.**Technology:** Additional technology pieces have become available allowing speech-to-text and word processing options.**Planners and Graphic Organizers:** Used to help students select topics and organize thoughts to follow logical sequencing. |
| **Working Below** | 15 | 14 |  |
| **Approaching** | 27 | 20 |  |
| **Meeting** | 37 | 45 |  |
| **Excelling** | 0 | 0 |  |
|  | **Challenges** | **Next Steps** |
| Low achievement students experiencing difficulty speaking the language also struggle with writing the language.Short term memory obstacles have also been identified. | **Technology:** Continued work with newly available technology to be used.**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.**Peer Mentoring/Assisting:** Stronger students to be paired with struggling students to continue progress.**Working Conditions:** Used for concrete tools to help with word/sound recognition. |

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| **Success Indicators (Grade 4)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Modelled WritingStudent Led CriteriaStudent Self-Assessment | Classroom TeachersStudents | Modelled lessons Student self and peer assessments |
| **Working Below** | 13 | 11 |  |
| **Approaching** | 40 | 36 |  |
| **Meeting** | 24 | 31 |  |
| **Excelling** | 0 | 0 |  |
|  | **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. |

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| **Success Indicators (Grade 5)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Differentiated HomeworkWord WalletsHome Projects | Classroom TeachersStudentsParents | Modelling Peer-EditingTeacher – Student conferencing.Mini LessonsQuick Writes |
| **Working Below** | 0 | 0 |  |
| **Approaching** | 23 | 14 |  |
| **Meeting** | 56 | 31 |  |
| **Excelling** | 0 | 0 |  |
|  | **Challenges** | **Next Steps** |
| TimeIdeas/Topic Generating | Practicing Journal writing at home. Continue with modelling pieces.Including more short writings in cross curricular assignments. More written response/quick response. |

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| **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). |

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| **Success Indicators (Kindergarten)** | **Strategies Beyond Best Practices** | **Responsibility** |
|  | **Term 1** | **Term 2** | **Term 3** | * Progress Reports
* Flexible Groups
* Exploration time also links to Speaking and Listening
 | * Classroom Teachers
 |
| **Working Below** | 1 | 1 |  |
| **Approaching** | 13 | 18 |  |
| **Meeting** | 44 | 42 |  |
| **Excelling** | 0 | 0 |  |

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| **Success Indicators (Grade 1)** | **Strategies Beyond Best Practices** | **Responsibility** |
|  | **Term 1** | **Term 2** | **Term 3** | * Heggerty Phonological Awareness program (English)Recording Student Reading
* Small Group Work
 | * Classroom Teachers
* Students
 |
| **Working Below** | 2 | 0 |  |
| **Approaching** | 14 | 19 |  |
| **Meeting** | 53 | 51 |  |
| **Excelling** | 0 | 0 |  |

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| **Success Indicators (Grade 2)** | **Strategies Beyond Best Practices** | **Responsibility** |
|  | **Term 1** | **Term 2** | **Term 3** | * YouTube Videos linked through Teams (FI)
* Instructional voice/sound recordings on Teams (French)
* Heggerty Phonological Awareness program (English)
 | * Classroom Teachers
 |
| **Working Below** | 5 | 3 |  |
| **Approaching** | 11 | 14 |  |
| **Meeting** | 41 | 36 |  |
| **Excelling** | 0 | 3 |  |

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| **Success Indicators (Grade 3)** | **Strategies Beyond Best Practices** | **Responsibility** |
|  | **Term 1** | **Term 2** | **Term 3** | * Progress Reports
* Recorded Voice/Sound
* Presentations
 | * Classroom Teachers
* Students
 |
| **Working Below** | 5 | 2 |  |
| **Approaching** | 13 | 17 |  |
| **Meeting** | 61 | 59 |  |
| **Excelling** | 0 | 1 |  |

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| **Success Indicators (Grade 4)** | **Strategies Beyond Best Practices** | **Responsibility** |
|  | **Term 1** | **Term 2** | **Term 3** | * Oral Language Development through Presentations
 | * Classroom Teachers
 |
| **Working Below** | 2 | 2 |  |
| **Approaching** | 16 | 23 |  |
| **Meeting** | 59 | 53 |  |
| **Excelling** | 0 | 0 |  |

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| **Success Indicators (Grade 5)** | **Strategies Beyond Best Practices** | **Responsibility** |
|  | **Term 1** | **Term 2** | **Term 3** | * Word Wallets
* Literacy Circles
* Oral Language Development through Presentations
 | * Classroom Teachers
 |
| **Working Below** | 0 | 0 |  |
| **Approaching** | 10 | 14 |  |
| **Meeting** | 69 | 46 |  |
| **Excelling** | 0 | 0 |  |

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| **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). |

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| **Success Indicators (Kindergarten)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Progress ReportsSmall GroupsExploration Time linked to Math Curriculum | Classroom Teachers | Repetition of outcomes through games.  |
| **Working Below** | 0 | 2 |  |
| **Approaching** | 8 | 5 |  |
| **Meeting** | 50 | 54 |  |
| **Excelling** | 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. |

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| **Success Indicators (Grade 1)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Stretch TasksGuided MathMath StationsMath Groups | Classroom Teachers | Team PlanningCondensed Curriculum |
| **Working Below** | 2 | 1 |  |
| **Approaching** | 9 | 17 |  |
| **Meeting** | 58 | 53 |  |
| **Excelling** | 0 | 0 |  |
|  | **Challenges** | **Next Steps** |
| Student ability to print numbers.Website subscriptions (Starfall & Zorbit). | Continue printing practice.Additional small group support. |

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| **Success Indicators (Grade 2)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Stretch TasksGuided MathMath StationsMath Groups | Classroom Teachers | Compacted curriculumClass SizeSmall intervention groups |
| **Working Below** | 2 | 1 |  |
| **Approaching** | 9 | 17 |  |
| **Meeting** | 58 | 53 |  |
| **Excelling** | 0 | 0 |  |
|  | **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 |

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| **Success Indicators (Grade 3)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Stretch TasksFlexible GroupsMath Stations | Classroom Teachers | **Guided Math:** Continued work with guided math to help student meet outcomes and work at their skill levels.**Number Line:** additional information added to formative assessments as support tools to respond to questions. |
| **Working Below** | 7 | 4 |  |
| **Approaching** | 23 | 22 |  |
| **Meeting** | 43 | 46 |  |
| **Excelling** | 6 | 7 |  |
|  | **Challenges** | **Next Steps** |
| Language is a consistent struggle. Word problems in non-native languages result in a significant barrier to success.Larger educational gaps when creating skill level groups (in part from missed time from the previous year and classroom make up).Gaps in accomplishments are more noticeable now as students recorded as catching up have met grade level expectations. | **Number Strategies:** Continue discussing and exploring additional strategies for addition, subtraction, multiplication and division (expansion, number line, carry, etc.)**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.**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. |

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| **Success Indicators (Grade 4)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Guided MathMath Pyramid | Classroom Teachers |  |
| **Working Below** | 5 | 4 |  |
| **Approaching** | 27 | 29 |  |
| **Meeting** | 45 | 44 |  |
| **Excelling** | 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. |

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| **Success Indicators (Grade 5)** | **Strategies Beyond Best Practices** | **Responsibility** | **Additional Strategies**  |
|  | **Term 1** | **Term 2** | **Term 3** | Guided MathPLP HomeworkIndividualized Minute Math | Classroom Teachers | ManipulativesProject-based Real world connectionsSmall group workGames |
| **Working Below** | 0 | 0 |  |
| **Approaching** | 11 | 14 |  |
| **Meeting** | 49 | 45 |  |
| **Excelling** | 1 | 0 |  |
|  | **Challenges** | **Next Steps** |
| Struggling with reading questions for comprehension.  | Continue with project-based learning opportunities.Guided Math StationsAdding in more Games for fractions unit.Re-wording text questions. |

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| **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. |

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| **Success Indicators** | **Strategies** | **Responsibility** |
|   |  |  | Caught Being Kind Forms | * Teachers
* EAs
* Students
 |
|  |  |  | Update Recognition Wall | * Teachers
 |
|  |  |  | Term Recognition Awards | * Teachers

Administration  |
|  |  |  | Monthly Virtual Assembly | * PLEP
* Staff
 |
| **T1** | **T2** | **T3** |  |

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| **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 | * Staff
 |
|  |  |  | Microsoft Teams © | * Staff/Administration
 |
|  |  |  | PSSC / Home & School | * ESST/Administration

PSSC  |
| **T1** | **T2** | **T3** |  |