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| **Vision Statement**  Our goals are:   * To have a school that is both safe and academically strong in numeracy, literacy and science. * To encourage students to work together to be critical thinkers, creative problem solvers, and effective communicators and have an understanding of global citizenship. * For students to be responsible, respectful to all, focused and ready to learn.   **Mission Statement**  Lakewood Heights School is here to serve children. Everyone in our school works toward the educational, social and emotional growth and development of each child. Every child and adult in our school is unique and important, and receives the respect and fair treatment they deserve.  **Literacy Goal Statement: Grades K-5 Focus on effective literacy instruction in all classrooms to improve student achievement in reading and writing.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Priorities 2017-2020** | **Objectives** | **Strategies** | **Timeline** | **Success Indicator** | | To improve student achievement in Reading and Writing. | By the end of each school year 90 percent of students in each class will have obtained appropriate or above in reading achievement standards. All students will show a measurable gain in assessment results from benchmark to benchmark [November-March -May]  By the end of each school year 80 percent of students in each class will have obtained appropriate or above in writing achievement standards. All students will show a measurable gain in writing traits based on assessment results from benchmark to benchmark [November- March-May] | Teachers will model, teach, and assess questions such as” Reading between and Beyond “the lines (more so in Grades 3-5)  There will be more focus on Inferential questions using both Fiction and Non-Fiction texts [more exposure at K-2 levels]  Teachers will share in benchmark data on Instructional Reading Levels and Writing Traits to track student progress. Teachers will analyze data and create school-wide interventions to target areas in need of improvement.  Model and develop 4- Star Writing Rubrics for each grade level. Teachers’ conference with students on a regular basis using the rubrics.  Early literacy intervention through ELF [Early Literacy Friends]  Use of online subscriptions and resources that can be accessed from home [Razz kids, Star fall, Tumble books, Precision Reading]  Literacy events with a family focus [Family Literacy Night, Family Literacy Day, book exchanges, Book Fairs, literacy buddies, authors in school]  Include literacy links and tips for parents on the school website or periodically throughout the year.  Purchase more fiction and non—fiction resources for library and classes  Classroom teachers collaborate with EST-Resource personnel and Literacy Lead in lesson planning to best meet the diverse learning needs in classrooms | Ongoing  2017-2020-Ongoing  2017  2017- 2020  Ongoing  January 2017  Nov, March and May  Ongoing  2017-2020  Ongoing | Observations by classroom walk- through using Literacy Look- Fors. [Students are able to communicate their learning targets]  Improvement oral or written assessments and classroom observations  Intervention groupings created based on data analysis  Rubrics are posted in the classroom  Extra support and progress for those students participating.  Survey and track student use to make sure the accounts are being used and progress is being made  Parent involvement  Improved variety of literature  Lesson Plans reflecting UDL strategies  Resource teacher provides documentation on student progress to classroom teacher. |   **Mathematics Goal Statement: Focus on effective Mathematics instruction in all classrooms to achieve targets set for provincial assessments.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Priorities 2017-2020** | **Objectives** | **Strategies** | **Timeline** | **Monitoring Plan** | | Students will achieve their grade level goal in recall of Basic Facts by end of year  To improve student achievement in math. | 90% of students will obtain their grade level goal by June with 5 second or less recall  Grade K-Subitizing to 5  Grade 1- Addition and Subtraction to 10  Grade 2- Addition and Subtraction to 18  Grade 3- Addition and Subtraction to 18 PLUS multiplication and division facts to 25  Grade 4- Addition and Subtraction to 18 PLUS multiplication and division facts to 9X9  Grade 3- Addition and Subtraction to 18 PLUS multiplication and division facts to 12X12  Each year, 82% of overall student population will have demonstrated appropriate or above appropriate achievement levels on benchmark assessments. All students demonstrate measureable improvement in number sense from benchmark to benchmark ( November-March- June) | Daily practice at the beginning of every Math lesson  with a focus for the week. Teacher collect data and students and teachers track progress. Students identified as needing intervention will work with teacher and Math mentor.  Students can use ***that quiz.org***  K-2 Benchmark Data is reviewed in PLC. Teachers are using Grade Level Math Tasks and keeping data to inform instruction and Response to Intervention  Teachers will improve application of math concepts through critical thinking questions, journaling and problem solving.  Classroom teachers will analyze benchmark data in order to inform next steps and identify students in need of intervention  Classroom teachers collaborate with resource personnel to assist with student improvement  Use of math mentor as a resource to enhance teaching strategies  Teachers will include a daily component of mental math for increased competency.  Use school/district/ provincial assessment results to inform teaching and guide instruction  Establish benchmark beginning of each grade  Math Olympics and Math Buddies to engage students, build confidence and leadership skills, and improve achievement. Tips and links to Math sites on class websites | 2017- Ongoing  2017-Ongoing  2017-2020  2017-2020 | Teachers keep data  Grade level teams  PLC discussion  Benchmarks  PLC Meetings /data Review  Administrator/Peer walk through show evidence of classroom implementation  PLC collaboration to monitor data, share success or address areas of concern  Data analyzed and results used to guide instruction. Grade level teams as well as PLC discussions. |   **Science Goal Statement: Focus on effective Science instruction in all classrooms.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Priorities** | **Objectives** | **Strategies** | **Timeline** | **Monitoring Plan** | | To demonstrate continuous improvement in the methodology of Science teaching.  To improve students’ level of scientific knowledge. | Strengthen the scientific knowledge of teachers and incorporate science with existing curriculums to develop the skills required for scientific inquiry and problem solving. | Teachers will use inquiry- based learning to enhance critical thinking skills in their classes  K-5 will use the same scientific method inquiry framework  Science Presentation  Science Buddies  Science Enrichment Group Activity | 2017-ongoing  2017-ongoing  January 2018  March 2018  April 2018 | K-5 students will be exposed to scientific method vocabulary through modelled experiments.  Teachers will model and instruct students in writing procedures, persuasive and explanatory text forms in Science | | Ongoing Strategies in Language Arts, Math and Science |  | Continue using the Essential Learnings draft  Work with small groups in literacy  Use available resources within the school to teach writing [Write Traits, Lucy Culkins, etc…]  Analyze demand writing pieces in PLC groups three times per year  Make use of visual and oral aids to accommodate instruction  Lesson Plans including use of technology  Grade level common assessments  Teachers will focus more on the use of math vocabulary in classroom by: posting outcomes, word walls |  |  | |
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