LA CRETE PUBLIC SCHOOL 2023-2024 School Assurance Plan



Principal: Mr. Gregg McNeil **Trustee:** Mr. Tim Driedger



Our Children, Our Students, Our Future

Enter all relationships with an open heart (listen, respond, and interact with authenticity)

> Foster an environment that promotes risk-taking.

Direct instruction in the five core social emotional competencies

Provide opportunities for relationship/mentoring/belonging both for students, parents, and the community.

Connecting parents with the learning that is taking place in the classroom.

Mathematics goals are situated within Learning Progressions

Use tasks that promote **Reasoning** & Problem Solving with multiple entry points and varied solution strategies

> Use & connect mathematical **Representations**: C-R-A Approach, contextual, real-life

> > Facilitate mathematical Discourse

Pose, Purposeful Questions

Build Procedural Fluency from Conceptual Understanding Understanding and respecting community perspectives

onnectivity

Fort Vermilion SCHOOL DIVISION Essential Principles

2022-2025

Oral Language

Support **Productive Struggle** in learning: risk-taking, curiosity and confidence (e.g. I can do math)

> Elicit and use evidence of Student Thinking as part of assessment

Daily instruction in Reading and Reading Strategies, independent reading time

Motivation

the Science of Reading • Phonics

- Phonological Awareness
- Fluency

Explicit, systematic, and sequential teaching of literacy in

- Vocabulary
- Comprehension
- Morphology

Writing

literac_b

Priority	Essential Principle Focus for Improvement Highlight one/two Essentials for improvement for each Priority Foster an environment that	School Goal Reframe the Division Goal into a School Goal that highlight school focus To what extent will creating connections	Baseline Data (current reality) Enjoy coming to school	Target Data (desired reality) Enjoy Coming to School	Implementation Plan Consider research and best-practice in the short and long term 1. Build a cohesive vision for LCPS students.	Short Report (completed as data becomes available)
FVSD will foster connectivity and well-being amongst community, students, parents, and staff	provide opportunities for: - relationship - mentoring - belonging For students, parents and community	with community foster greater student engagement? To what extent will direct instruction on the social emotional competencies positively impact student engagement?	JH – No: 70 (38%) Yes: 113 (62%) SH – No: 65 (42%) Yes: 88 (58%)	JH No: 25% Yes: 75% SH No: 25% Yes: 75%	 Implement school-based survey on student connectivity Increase off campus programming opportunities Design timetable that fosters opportunities for students to connect with community. Design timetable to support collegiate model Build capacity of student council through leadership training (CSLA) Host CSLA Horizons Conference Develop Tier 1 and Tier 2 strategies specific to Connectivity 	
Literacy All students will improve literacy skills	Daily instruction in reading and reading strategies Motivation	To what extent will direct instruction of reading strategies and providing independent reading time improve reading comprehension for struggling learners?	TOSREC Avg & Above: 78.4% Below Avg: 21.6% TOSWRF Avg & Above: 92.6% Below Avg: 7.4% TOSWRE	TOSREC Decrease very poor from 3.7% to 2.0% Increase Above Avg from 12.5% to 16% TOSWRF Most students are above average.	 Develop daily reading program for JH and SH Build consistency in direct instruction of reading strategies in JH and SH. Develop Tier 1 and 2 strategies specific to Literacy 	

			Avg & Above: 84% Below Avg: 16% <u>Students</u> <u>Struggling in</u> <u>Literacy</u> Gr 7: 9 Gr 8: 4 Gr 9: 8	Average not meeting target because all other categories exceed targets. Decrease below average, and very poor by 1% each. TOSWRE Achieve targets in above average, good and very good.		
Numeracy All students will improve numeracy skills	Support Productive Struggle in learning: Risk-taking, curiosity and confidence Use tasks that promote Reasoning and Problem Solving with multiple entry points and varied solution strategies	To what extent will A) focusing pedagogy that supports productive struggle in learning and designing tasks that promote reasoning and B) problem solving with multiple entry points and varied solution strategies build student confidence and independent learning.	Avg & Above: 69.7% Below Avg: 30.3%	Avg & Above: 75% Below Avg: 25%	 Implement Pam Harris' instructional strategies to develop students on continuum of math reasoning Plan instruction for small group and individual activities Design problem strings and embed within daily instruction Develop Tier 1 and Tier 2 Strategies specific to Numeracy 	

As the representative of the School Council at this school, I hereby give my endorsement to this School Assurance Plan for the 2023-24 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented. As Principal of this school, I hereby submit our School Assurance Plan for the 2023-24 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Results

Principal

Date