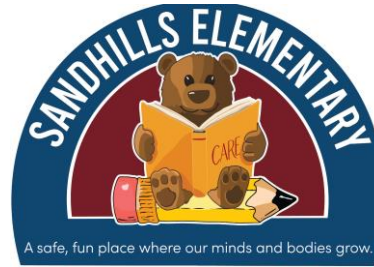


SANDHILLS ELEMENTARY SCHOOL

2024-2025 SCHOOL ASSURANCE PLAN




Principal: Wendy Morris

Trustee: Mr. Tim Driedger & Mr. Benjamin Friesen

Our Children, Our Students, Our Future: Moving the Dial on Every Child

Priority	Essential Principle Focus for Improvement Highlight one/two Essentials for improvement for each Priority	School Goal Reframe the Division Goal into a School Goal that highlight school focus	Results (current reality)	Target Data (desired reality)	Implementation Plan Consider research and best-practice in the short and long term	Short Report (completed as data becomes available)
Connectivity FVSD will foster connectivity and well-being amongst community, students, parents, and staff	Direct instruction in the five-core socioemotional competencies: <ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision-Making 	Teach students to use the skills learned in the Second Step program in and beyond the classroom to increase positive peer interactions and to decrease negative peer interactions Increase parent awareness of Second Step program, language and skills.	Mid-year Data (2023/2024) Currently there have been 29% fewer behavior incidents reported to the office than at this time last year. (This number includes one-time and low incidence offenders). Fewer students are requiring office intervention.	Students will gain an increased ability to resolve peer to peer issues. Connectivity Survey and SHES behavior tracking form will show a decrease in incidents of peer conflicts.	*CARE Bear Behavioural matrix will be revisited and updated. *Second Step classroom instruction & school-wide common language *School wide ticket system to reinforce Second Step program skills *Common language *Increase parent knowledge of the Second Step program and skills through school newsletter, assemblies & discussions with parents. *Magnet to explain Second Step language & strategies will be developed and provided to every family to encourage skills learned at school to home.	On the 2023-2024 Connectivity Survey, one hundred percent of students indicated that they felt that the adults in the school made them feel happy or excited. According to behavior tracking, there were 29% fewer behavior incidents requiring office intervention in the 2023-2024 school year than in the 2022-2023 School Year. Although most students at Sandhills report positive relationships with other students in the school, 4% of students indicated that other students make them feel sad or worried. Sandhills students are young and thus new to the independent development of peer relationships. As the majority of recorded behavior incidents involve peer conflict, this is an area that requires ongoing instruction and practice.

<p>Literacy</p> <p>All students will improve literacy skills</p>	<p>Explicit, systematic, and sequential teaching of literacy in the Science of Reading:</p> <ul style="list-style-type: none"> Phonics Phonological Awareness Fluency Vocabulary Morphology Comprehension 	<p>Students will build fluency, vocabulary, and morphological awareness to bridge word recognition & language comprehension. (Based on the Active View of Reading, Duke & Cartwright, 2021)</p>  <p>The diagram illustrates the 'Active View of Reading' as a process where 'Word Recognition' (phonics, phonological awareness, fluency) and 'Language Comprehension' (vocabulary, morphology, background knowledge, reasoning) interact to lead to 'Reading' (comprehension, fluency, and enjoyment). The central area is labeled 'READING' and is surrounded by these two components.</p>	<p>Mid-year Data (2023/2024)</p> <ul style="list-style-type: none"> *Grade 2 & 3 students increased on average by of 4 points on comprehension as measured by the TOSREC, 7 points on fluency as measured by the TOSWRF and 5 points on decoding as measured by the TOWRE. *Intervention Celebrations - Students in grades 2 & 3 in the Best Practices Interventions gained 5 points on the TOWRE. Grade 2 & 3 students in Precision Reading intervention gained 6.7 points on comprehension (TOSREC) and 7.7 points on fluency (TOSWRF.) 	<p>TTT assessments (TOSREC, TOWRE, TOSWRF, will be used to establish baseline data at the beginning of the year and in January for grade one.</p>	<ul style="list-style-type: none"> *Explicit school-wide instructional focus on 1. Increased volume of reading. 2. Word Recognition Skills (phonological awareness, alphabetic principles, phonics, decoding). 3. Bridging Process (Fluency, vocab, morphological awareness) 4. Language Comprehension (context & background knowledge, verbal reasoning) *Infusion of multiple literacy blocks a day and use of best practices (Georgiou) *Literacy coordinator will work to implement the paragraph shrinking strategy starting in grade 3. *Continued work on Structured Word Inquiry (peer mentorship) * Literacy Content coaches, in collaboration with admin, will examine evidence and data to determine and implement PD. *Literacy Content Coaches work with teachers to grow instructional practices based on current research *Teaching Sprints & Weekly Grade Team meetings will be used for teachers to collaboratively develop instructional practices. *Teachers will engage in classroom visits and debriefs with colleagues 	<p>Students are gaining in efficiency, fluency, and comprehension yearly and are sustaining gains over time. The biggest gains during the 2023-2024 school year were grade one students whose standard score increased by 11 points in comprehension and 9 standard points in efficiency.</p> <p>While students are growing in comprehension in grade 3, this is an area that we would like to focus on as comprehension is the ultimate goal of reading.</p>
---	---	---	---	---	--	---

					<p>(focus on student learning)</p> <p>*Tier 2 Literacy Interventions will support students reading below grade level.</p> <p>*Pre-assessments and diagnostics will be ongoing to determine small-group tier 2 supports.</p>	
<p>Numeracy</p> <p>All students will improve numeracy skills</p>	<p>Focused tier 1 classroom instruction based on the Eight Essential Mathematics Teaching Practices (NCTM, 2014)</p> <ol style="list-style-type: none"> 1. Establish Mathematics goals to focus learning 2. Implement tasks that promote reasoning & problem solving 3. Use and connect mathematical representations 4. Facilitate meaningful mathematical discourse 5. Pose purposeful questions 6. Build procedural fluency from conceptual understanding 7. Support productive struggle in learning mathematics 8. Elicit and use evidence of student learning 	<p>Students will build number sense through fluency and flexibility.</p>	<p>Mid-year Data (2023/2024)</p> <p>Grade 1 students wrote the WRAT 5 for the first time in Jan. The median score was 100.</p> <p>Grade 2 & 3 students have increased by an average of 5 standard points on the WRAT5 and by an average of 16 standard points on the PNSA.</p> <p>Intervention Celebrations: students in the Number Sense interventions have increased standard scores considerably on the WRAT5.</p>	<p>WRAT5 (Gr. 2 & 3) & PNSA to be used to establish baseline data at the beginning of the school year and in January for grade one.</p>	<p>*Explicit school-wide instructional focus on number concepts, with emphasis on:</p> <ol style="list-style-type: none"> 1. Spatial relationships 2. One and two, more, one and two less 3. Benchmarks of 5 and 10 4. Part-part-whole <p>*Daily fluency work; Grades 2 & 3 will participate in the fluency research project</p> <p>*Numeracy Coordinator will examine evidence and data, in collaboration with admin, to determine and implement PD.</p> <p>*Numeracy Content Coaches will work with teachers to grow knowledge and instructional practices based on current research</p> <p>*Teaching Sprints & Weekly Grade Team meetings will be used for teachers to collaboratively develop instructional practices.</p> <p>*Teachers will engage in classroom visits and debriefs with colleagues</p>	<p>For students participating in regular classroom instruction, noticeable growth was observed in all grades. Students in Grades 1 and 2 in numeracy interventions grew considerably on the WRAT5. Their standard score gains were greater than their cohort peers. In grade 2, students in intervention increased their standard scores by 11 points while students in the regular class increased their standard scores by 6 points. Students in grade 1 interventions increased their standard score by 19 points and students in the regular class increased their standard score by 4 points.</p>

					<p>(focus on student learning)</p> <p>*Tier 2 Numeracy Interventions will support students below grade level.</p> <p>*Pre-assessments and diagnostics will be ongoing to determine small-group tier 2 supports.</p>	
<p>Career Paths</p> <p>All students will <i>Explore, Develop, Grow, and Experience</i> chosen career paths</p>	<p>Career paths are chosen from what students are familiar with. To familiarize our students with multiple options for future careers. SHES will:</p> <ol style="list-style-type: none"> 1. Create opportunities for exposure through books, role play, hands-on learning, community involvement and field trips 2. Model curiosity and inquiry 3. Talk about future careers 4. Use the power of play! 	<p>Students will explore career paths through literature and purposeful play.</p>	<p>Career exposure is largely limited to what is known to students. Students' knowledge of available careers will be broadened.</p>		<p>*Create Career libraries – non-fiction & fiction</p> <p>*Expose students to STEM (Science, Technology, Engineering and Math) learning through coding using the Ozobots, Big Blue Blocks, Loose Parts Shed</p> <p>*Classroom career centers</p> <p>*Exploration of “Career Academies” (using the FVSD Collegiate Model Pathways).</p> <p>Investigation of multiple career areas through literature and play.</p> <p>Creation of resource crates that will include props, costumes & ideas for career centers, role play, and learning.</p>	

As the representative of the School Council at this school, I hereby give my endorsement to this School Assurance Plan for the 2024-25 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 2024-25 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

School Council Chair

Date

Principal

Date