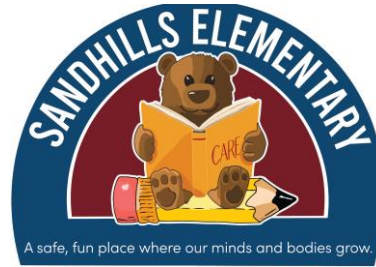


SANDHILLS ELEMENTARY SCHOOL

2025-2026 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 	Using skills learned in the Second Step program, students will increase independence in their ability to make responsible decision and solve problems independently. Increase parental understanding of the Second Step program, language and skills.	2024-2025 Year End Results: Number of students requiring repeat office intervention dropped by 75%.	Students will gain an increased ability to resolve peer to peer issues. Connectivity Survey SHES Behaviour Tracking Form will indicate a decrease in incidents of peer conflict requiring adult intervention	Focus on explicit Second Step classroom instruction & school-wide common language Develop a common staff understanding of student independence and when adult intervention on the playground is appropriate. Professional development on fostering independence during recess Let Grow project –optional implementation -highlight at assemblies	
Literacy All students will improve literacy skills	Explicit, systematic, and sequential teaching of literacy in the Science of Reading: Phonemic Awareness Phonics Fluency Vocabulary Morphology Comprehension	Students will develop in comprehension skills through intentional and consistent universal literacy routines.	Year End Data (2024/2025) TOWRE -grade 2 & 3 students scoring average and above average increased by 18.66% from fall to spring -gr. 1 students scoring average and above average increased by 24.29% from winter to spring TOSREC -grade 2 & 3 students scoring average or above average on the increased by 19.23%. -grade 1 students scoring average or above average	TT assessments (TOSREC, TOWRE) will be used to establish baseline data at the beginning of the year and in January for grade one.	Revisiting Reading Support time to ensure best practices are being used Common grade level progress monitoring Strengthen literacy routines used in classrooms Developing a visible schoolwide book culture Targeted use of 1.5 classwide Interventions	

			increased by 31.5% from winter to spring.			
<p>Numeracy</p> <p>All students will improve numeracy skills</p>	<p>Focused tier 1 classroom instruction to facilitate mathematical proficiency and mastery.</p> <p>Focused and coherent progression of mathematical learning with emphasis on mastery learning</p> <p>Regular screening and progress monitoring</p> <p>Incorporation of timed activities to build fluency.</p>	<p>Students will develop number sense through fluency and efficiency.</p>	<p>Year End data (2024-2025)</p> <p>WRAT 5</p> <ul style="list-style-type: none"> - Gr. 2 & 3 students scoring average or above average increased by 22% from fall to spring. -Gr. 1 students scoring average or above average increased 21.09% from winter to fall. <p>PNSA</p> <ul style="list-style-type: none"> -grade 2 & 3 students increased 19.45% from fall to spring -grade 1 students increased 21.09% from winter to spring -kindergarten students increased 31.93% from winter to spring 	<p>WRAT5 (Gr. 2 & 3) to be used to establish baseline data at the beginning of the school year and in January for grade one</p> <p>PNSA data will be used from kindergarten to grade 3</p>	<p>Classes will implement daily fluency practice.</p> <p>Fluency focus on facts and computation</p> <p>Systematic and explicit instruction</p> <p>Consistency of approach/methods</p> <p>Common grade level progress monitoring</p> <p>Targeted use of 1.5 classwide Interventions</p>	
<p>Career Paths</p> <p>All students will <i>Explore, Develop, Grow, and Experience</i> chosen carer 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 develop career awareness through vocabulary development in relation to the twelve collegiate career academies of the FVSD.</p>	<p>Career exposure is largely limited to what is known to students. Students' knowledge of available careers will be broadened.</p>		<p>Exploration of career paths through literature and purposeful play.</p> <p>Monthly career academy focus</p> <p>Career announcements & assembly spotlights</p> <p>Implementation of Career Crates</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