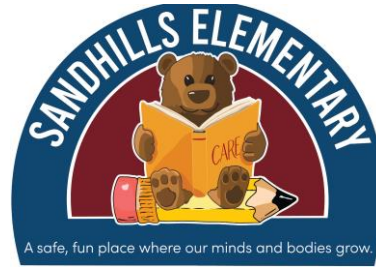


SANDHILLS ELEMENTARY SCHOOL

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 <i>(completed as data becomes available)</i>
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 Results as of May 16 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	
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.	Mid-year Data (2024/2025) *Number of students average and above for the TOWRE increased by 15.4%. Number of students at or above average on the TOSREC increased by 13.1%	TTT assessments (TOSREC, TOWRE, TOSWRF, will be used to establish baseline data at the beginning of the year and in January for grade one.	Focus on best practices during reading Support time Common grade level progress monitoring Focus on creating literacy routines Developing a visible schoolwide book culture	

					Targeted use of 1.5 classwide Interventions	
<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 develop number sense through fluency and efficiency.</p>	<p>Mid-year data Students scoring average or above on the PNSA increased by 19.3% from Fall to spring.</p> <p>Students scoring average or above average on the WRAT5 increased by 21% from fall to spring.</p>	<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>Use of clear and precise mathematical language</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 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 	<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>	

	<div>2. Model curiosity and inquiry</div> <div>3. Talk about future careers</div> <div>4. Use the power of play!</div>					
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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