



Annual Education Results Report  
2019 - 2020  
School Continuous Improvement Plan  
2020 – 2023



### **VISION**

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

### **MISSION**

We nurture each student's education and well-being within an inclusive rural learning community.

### **PRIORITIES**

Student Learning · Teaching & Leadership Excellence · Community Engagement

### **CORE VALUES**

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

### **BELIEFS AND VALUES**

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

## Public Assurance

The planning and reporting processes that school authorities use reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- Developing/updating plans based on results, contextual information and provincial direction,
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate,
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities,
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement,
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results,
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making), and
- Communicating and engaging with stakeholders about school authority plans and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the ***School Continuous Improvement Plan***.



## School Profile



Crescent Valley Elementary is a JK-7 school providing excellence in education in Hinton AB. Hinton, AB (population 9,882), is the Gateway to the Rockies along the beautiful Yellowhead highway, and is one of two Hinton elementary schools that are part of the Grande Yellowhead Public School Division. Enrolment in the school, as of September 30, 2020, is 347 students in 15 Kindergarten to Grade Seven Classrooms. There are currently 32 staff members working at the school, including 14 classroom teachers, 3 specialty teachers (Learning Support, Music & PE), 2 administrators, 9 support staff, and a family school liaison counsellor. We offer a Children's Creative Early Learning Centre which believes that early childhood is a wonderful time of imagination and exploration. To foster and develop this special time in a child's life, we look forward to making connections with your child. Our program targets children 3 to 4 years old. The school has a strong, supportive, and active School Council and parent group that work together with the school to ensure that every student succeeds.

### **MISSION**

Inspiring Success, Building Character and Confidence in each student.

### **VISION**

Our vision is to prepare each student for a successful future as a lifelong learner. To do this, we will: Challenge students academically and socially to attain high levels of learning, provide a safe and caring environment that meets the needs of our school community, ensure everyone is welcome, respected and appreciated by helping all students to develop the skills and attitudes necessary to be successful within the school, community and world of work, engage parents and the community in the education of our students and improve student learning by using balanced assessment, effective learning strategies and providing systematic interventions and enrichment. Our staff recognizes and celebrates students' success in reaching new heights.

### **MOTTO**

“REACHING NEW HEIGHTS”

## Principal's Message

Crescent Valley has always been a community of lifelong learners, and this year, we will be creating a safe environment where students will be working together in new ways. We will be working under new conditions with new protocols. I am proud to say that the teachers taking on these new protocols are highly experienced, open-minded, and creative. By using physical distancing, hand hygiene practices, PPE's, cohorts and staggered groupings, we will be able to support our students in a safe and caring manner. Living through this COVID pandemic has forced us to accept a new type of normalcy. It continues to be uncomfortable and uncertain for everyone. Please know we are doing our best to keep student learning moving forward in positive ways.

We have the very best teachers and by simply reaching out and communicating with your teacher, we can support your children. Teachers continue to do their best to support their students while balancing their own family, children, and health. Thank you for continuing to be supportive, patient and compassionate with all of us. Everything we do is designed to help each child achieve the best of his or her ability. Our collective, daily efforts make a positive difference in the lives of our students, their families and the world. There's no better place for your child to learn, grow and succeed. Here's why:

- Your children are our top priority. We are committed to their well-being, safety and success.
- We expect nothing short of personal excellence and set high expectations for achievement. Our students consistently achieve academic and personal excellence.
- Students are encouraged to pursue their passions—we offer a variety of programs of choice and extracurricular activities to meet the needs of every student.
- Our school is alive with diversity. This enhances the school experience—students learn to interact in a diverse environment and prepare for global citizenship in Canada and the world.
- Our dedicated and caring staff are well-qualified and results-oriented individuals who help students achieve to their full potential.
- We enable creative and innovative learning through technology to engage each student.
- We welcome and value parent and community involvement. We listen and respond to needs, so that everyone is included, recognized and valued.

Wireless technology has been shown to have a positive impact on research skills, and on student engagement and achievement. As technology becomes more available in our school, students will begin to see teachers incorporate more digital resources into their lessons. It's important to note; however, that teachers in every classroom will not

be expected to embed technology into every lesson. There's a right time and place for every instructional moment. Students are encouraged to **BYOD—bring your own device**. Please follow the link below.

<https://www.gypsd.ca/learning-home/need-a-chromebook/byod-purchase-program>

The plan will improve equity of access to technology for all students through classroom technology in schools. Students are going to live and work in a world where people use their devices 24/7. More importantly, they need to learn to use technology effectively and respectfully. Digital responsibility is an important part of what we help students learn in school, and appropriate use will continue to be an expectation in our school's Code of Conduct as it is now. As we begin to move forward with the plan, we will work together to develop school policies and practices that support the effective use of technology in the classroom. These technologies along with anytime, anywhere access have the power to make a real difference to prepare students for a successful future.

Parent Involvement is encouraged at our school in many ways. Opportunities to join our School Council, through online survey opportunities, social media, and through our open contact policy where parents share their concerns and ideas with the school. We hold staff meetings after School Council meetings to have a staff rep share these concerns and ideas. These lines of communication and opportunities for input are an ongoing and ever-evolving process at our school as is our School Improvement Plan. It is a living working document that is our guide for success and is always subject to change. You will always find it published for all to access on our school website and its contents serve as the focus of our school-wide planning, reflection, and assessment. By creating open lines of communication and building relationships that are meaningful to students, staff, and parents, we are confident that Crescent Valley will provide its students the best learning environment to grow and succeed in a school where the culture, identity, and climate provide all of our student's with the recipe for academic and personal success.

As a parent, nothing is more important than your child's safety and well-being. At Crescent Valley that's our priority, too. Parent engagement is one of the best ways to create a positive learning environment for every student. To create a community built on parent-teacher relationships we're committed to providing a healthy, supportive learning and working environment for our students and staff. We know that students achieve their best when they feel safe, nurtured, welcomed, engaged, respected and included.

According to experts, the definition of parent engagement is parents and teachers sharing a responsibility to help their children learn and meet educational goals. We work with parents and the community to help students develop social skills and appropriate behaviours as they learn and grow. We help students to become responsible, respectful members of society. To do this we:

- set high expectations
- reinforce positive attitudes and behaviour
- promote safe, healthy choices and respect for others
- encourage student participation and leadership
- foster parent and community involvement

Our staff get to know their students, this allows them to individualize instruction for your children. Their commitment to classroom instruction is data driven. This ensures student success and the fact that our students succeed because they feel connected to a strong community, and they know their teacher cares about them. Those are all key factors how our school will influence your child and they're also key factors to our commitment to our community.

### **Accountability Pillar Report**

- Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports in October and May of each year. The October report carries forward results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate from the May Report.
- Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). **Parents with students in Grades 4, 7, and 10** complete paper surveys or an online survey option which are both mailed directly to them.
- All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey.
- Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

Areas included on the Accountability survey and examples of questions asked to determine the ratings are as follows:

1. **Student Growth & Achievement**
  - Provincial Achievement Test results.
  - Diploma Exam results.
  - High School Completion results.
2. **Teaching & Leading**
  - Survey measure of Education Quality.
3. **Learning Supports**

- Survey measures of Safe & Caring, Student Inclusion and Access to Supports & Services.
- Programs, services, strategies and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Programs, services, strategies and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

4. **Governance**

- Survey measure of Parent Involvement.
- School authorities provide the amount budgeted for 2020/2021, the amount spent and the variance between these amounts for operational expense categories.
- Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies.
- Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, section 12.

5. **Local & Societal Context**

- Information about the school authority, students, staff and communities served (such as demographic or socioeconomic data) that provides context for the plan and report.

**Diploma and Provincial Results**

Grande Yellowhead Public School division embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

**Division Screening Tools**

GYPSD uses screening tools to assess how students are doing in reading comprehension and fluency, writing, and mathematics to inform instruction to ensure the success of all students.

## Crescent Valley Elementary Accountability Pillar results

Measure Category	Measure	Crescent Valley School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.0	80.4	84.0	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	79.2	78.5	77.1	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	90.3	82.0	85.4	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	75.5	62.9	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	19.3	10.6	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	85.3	65.2	72.9	84.1	83.0	82.7	High	Improved	Good
	Citizenship	82.1	74.8	78.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	76.6	62.7	76.4	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	75.9	60.0	73.3	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

### Reading the Accountability Pillar

The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years.

#### Ratings:

Achievement - This is a comparison of current results to a set of standards

- Very Low (red)
- Low (orange)
- Intermediate (yellow)
- High (green)
- Very High (blue)

Improvement - This is a comparison of current results with the previous 3 year average

- Declined Significantly (red)
- Declined (orange)
- Maintained (yellow)
- Improved (green)
- Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- Excellent (blue)

- b. Good (green)
- c. Acceptable (yellow)
- d. Issue (orange)
- e. Concern (red)

## School Data Story

### Student Success:

#### Creating Safe Caring Schools

Our School's Safe and Caring Measures show overall excellence and are now at 90.0%. Student's results were 72.1% satisfied and teachers were 89.0.3% satisfied. One of the strategies that we are using this year is a behaviour report tracking system. We are also now tracking incidents with log entries using computer software. Using the data from this system we can monitor students who exhibit repeated behaviours and have the data to back up the reports in planning with interventions for these students. This data also indicates concerns with specific behaviours or areas on the playground that require more focus. As we monitor this data our school staff is able to plan responses to mitigate the concerning behaviours. A second strategy that has been implemented in response to these concerns is along the lines of restorative justice. It is important that the students understand how their actions or behaviours have made others feel or harmed them. We work together with the student and their families to make amends and provide restitution as needed for each situation. We believe that a positive learning and teaching environment is essential if students are to succeed in school. Research shows that there is a direct link between students' success and the school environment in which learning takes place. Students are more motivated to do well and to realize their full potential in schools that have a positive school climate, where they feel safe and supported. We have three core priorities for our students:

1. High levels of student achievement
2. Reduced gaps in student achievement
3. Increased community confidence in our school culture

We have focused on putting supports in place to help achieve these priorities. Initiatives in areas such as character development, student engagement, building a safe and healthy school culture through parent engagement, and leadership together create the conditions needed for a respectful, safe, caring, and inclusive learning environment. We meet every Tuesday with our In School Team because we believe that safe schools teams are a key element in creating a positive school climate because they bring together school staff, parents, students, and the community on a team that works together towards this common goal.

In looking at our Accountability Pillar results it is clear that all stakeholders students, staff, and parents agree that our school does an outstanding job of providing our students with a strong safe and caring learning environment. Our results show a 'Very High' level of achievement as rated by students, staff, and parents and an overall rating of 'Excellent' from the province as a result of maintaining that level of achievement.

### **Academic Success**

Academic results have been on the rise over the past three years. Student learning opportunities measure in the excellent category and our current education quality rating is at 90.3%. This shows continued improvement; however, our data analysis shows that we are closing the achievement gap for our student's learning opportunities with regards to program of study with an increase to 79.2%. Our numeracy goal will use focused instruction across the grades. By June 2021, school-wide results on the Mathletics assessment will show that 50% of students in the 0-49% range will move up to the next achievement level. We are continuing to focus on Spiraling as a strategy with cross curricular connections being made. Our teachers think critically about which units to teach first to ensure gaps are not too long. We have the students pick out clue words and continue to support vocabulary building opportunities.

Our Literacy data shows we need to continue to increase our Language Arts standards of excellence. Our new focus will be on reading accuracy and/or comprehension. We have set a new goal that through focused instruction 40% of students will achieve proficiency in reading accuracy and/or comprehension. We will use strategies that should allow our level 3's to show improvement in the divisional reading assessment. Some of the intentional instructional strategies will be using resources like RazKidz, Jolly Phonics, Through Z running records, Precision Reading with Cafe and Daily Five reading together with empowering writing. We are using Cross Curricular with Repetition for 3 R's. RACE - Restate, Answer, Cite, Extend. We will focus on the language that we will use to encourage kids to understand. Our students will learn to cite and provide evidence while using Source Analysis Evidence. Teachers are continuing RTI in the classroom with a school focus on grade Common assessments as supported by the administration. We will continue to use Precision reading.

Teachers have been working hard to look at specific data from their own classrooms for their grade level, as well as school-wide trends in order to plan what that targeted instruction will look like and how it will be implemented in their classroom/grade level. As a result, we hope to bring about the increased gains necessary (more than a year's growth for students who are below grade level) to boost our overall student reading achievement. As a result our teachers will focus their instruction using like vocabulary within classrooms, word walls, bulletin boards. They will use "I Can" statements when co-constructing learning goals and success criteria Success.

### **Indigenous Education**

The First Nations, Métis and Inuit competencies in the professional practice standards for teachers and school leaders are integral to Alberta Education's efforts to fulfil the government's commitment to the Truth and Reconciliation Commission (TRC) Calls to Action and the United Nations Declaration on the

Rights of Indigenous Peoples (UNDRIP). These standards set out clear expectations for what teachers and school leaders need to know about the histories, experiences, cultures, contributions, and perspectives of the First Nations, Métis and Inuit people. This foundational knowledge about First Nations, Métis and Inuit is critical for teachers, school leaders and education stakeholders to understand and apply new ways of knowing necessary to advance reconciliation and shift thinking and attitudes. It will also help to ensure the education system continues to build capacity to include First Nations, Métis and Inuit perspectives in the classroom and curriculum.

At Crescent Valley Elementary we have an FNMI lead who works with the staff and we are very proud of the work that has been done to address this competency. Our Cree/Michif Language and Culture classes are a prime example of both the desire of our parents and students for this learning opportunity and the need to provide this opportunity to our students. Our Cree/Michif Language and Culture classes are always full and in demand. As a result of this demand we have also brought in divisional support to enhance these classes. In these classes, teachers, elders, and facilitators use literature and specifically, legends to help students develop a deeper connection and understanding of the histories, experiences, cultures, contributions, and perspectives of the First Nations, Métis and Inuit people. These classes have been offered to students across the grade levels and in looking at the responses and comments from both our students and parents, they have been an overwhelming success. We celebrate Orange Shirt Day and are working with our community to implement the 7 Sacred Teachings awards to celebrate with our own community the success and achievements of our students through Character Education.

It is our hope to continue this work and expand our Indigenous programming to more students in our building. We also hope to expand this foundational knowledge by integrating what happens in our Cree/Michif Language and Culture classes.

**Teaching and Leadership Excellence:**

The Teacher Quality Standard (TQS) and Leadership Quality Standard (LQS) documents were shared and discussed with staff during the 2020-21 school year to ensure all teaching staff were aware of the new documents and familiar with the standards. During the 2020 - 2020 School year, The TQS documents The TQS Reflection Documents were shared with teachers and are part of the discussions at professional Growth Plan review meetings. As a staff we have presentations and discussions on instructional strategies as part of our staff meetings. The Teacher Quality Standards and indicators are part of the conversations that evolve from classroom visits and observations with the reflective questions shared with teachers.

The professional practice of all Alberta teachers is guided by the **Teaching Quality Standard (TQS)**. This standard is the basis for certification of all Alberta teachers and holds us all accountable to the profession and to the Minister of Education.

The standard identifies 6 competencies teachers must meet in order to hold and maintain an Alberta teaching certificate:

1. Fostering Effective Relationships
2. Engaging in Career-Long Learning
3. Demonstrating a Professional Body of Knowledge
4. Establishing Inclusive Learning Environments
5. Applying Foundational Knowledge about First Nations, Métis and Inuit
6. Adhering to Legal Frameworks and Policies

The principal works with teachers to embed instructional strategies as part of our daily lives at Crescent Valley. The Teacher Quality Standards and indicators are part of the conversations in generative dialogue between each teacher and the principal. We use coaching strategies to ensure that our teaching staff is meeting and exceeding these standards by:

- daily classroom walkthroughs by administration;
- embedded Professional Learning Community times built into the timetable for teachers to discuss, reflect, and plan with the TQS in mind;
- support for teachers to pursue professional development that aligns with school goals and the Teacher Quality Standards;
- providing local professional development days that are focused on helping staff to meet/exceed the teacher quality standards and to reach school goals and instructional targets;
- supporting staff in the creation of professional growth plans and in providing the resources and support necessary to achieve their growth plan goals;
- formal evaluation for staff who are new to the profession, new to the school, qualifying for permanent certification, up for continuing teacher contract, or those who request it as part of their professional growth plan.

In much the same way the practice of all Alberta Leaders is guided by the **Leadership Quality Standard (LQS)**. The LQS identifies 9 competencies which leaders must demonstrate in their practice:

*1. Fostering Effective Relationships*

2. *Modeling Commitment to Professional Learning*
3. *Embodying Visionary Leadership*
4. *Leading a Learning Community*
5. *Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit*
6. *Providing Instructional Leadership*
7. *Developing Leadership Capacity*
8. *Managing School Operations and Resources*
9. *Understanding and Responding to the Larger Societal Context*

In much the same way as the Principal and Assistant Principal work to support teachers at the school level in meeting / exceeding the TQS competencies, Superintendents and Assistant Superintendents work with Principals / Assistant Principals at the school to support them in meeting/exceeding these competencies. At Crescent Valley Elementary this support includes:

- *support for administrators to pursue professional development that aligns with school goals and the Leadership Quality Standards;*
- *providing monthly Division Leadership Team (DLT) professional development that is focused on helping leaders to meet/exceed the leadership quality standards and to reach school goals and instructional targets;*
- *supporting leaders in the creation of professional growth plans and in providing the resources and support necessary to achieve their growth plan goals;*
- *formal evaluation for principals / assistant principals who are new to the position, new to the division, qualifying for continuing status, or those who request it as part of their professional growth plan*

**Community Engagement:**

At Crescent Valley Elementary we engage our community through involvement in the School Council. Information from the Accountability Pillar Report is shared during School Council Meetings. As part of the report, strategies that the school staff has identified are shared with the council members. Feedback on the strategies and additional strategies from the council is requested during this time. When the initial budget phase begins, council members are informed of projected enrolments and revenues. With this information in mind, we share with the council members our staffing needs and plan for class assignments. Council members are included in discussions of larger class size as opposed to combined grade classrooms. This information is considered along with the suggestions from school staff in making the final budgeting decisions. We will be sharing information with parents referencing all of the ongoing strategies for developing citizenship skills, preparation of students for the world of work and Safe and Caring Schools initiatives.

Our results from the Accountability Pillar, with regards to the Parent level of satisfaction with the opportunity to be involved in the decisions made at their child's school are very strong. The parent results were 77.6% satisfied, and that is something that we are very proud of. As we move forward, we will continue to find ways to encourage our parent community to contribute to the conversations that will guide decisions and directions of our school. Ensuring that our School Council continues to have a strong voice; while increasing a positive social media presence through a new School Facebook Account to link with our Friends of Crescent Valley Account and an interactive SMORES as a Parent Newsletter that keeps our parents informed and provides them another avenue for input; using online surveys to gauge parents opinions/feedback.

### **Instructional Focus**

Crescent Valley School has built its instructional focus with integration of goals in mind. With regards to student growth and achievement, the school is targeting literacy and numeracy. More specifically, within literacy, CVS is focused on improving reading accuracy in Division 1 and comprehension in Division 2. Early childhood teachers will use phonemic awareness and phonics as the foundation of their lessons, whereas Division 2 teachers will focus on using evidence based-strategies to increase comprehension. Teaching and Leadership goals support Student Growth and Achievement goals through Professional Development with a priority on Literacy and Numeracy. In addition, staff is targeting the building of and deepening of relationships to increase school sense of pride through safe and caring measures. Lastly, Learning Support goals include a school-wide implementation of the Seven Sacred Teachings to promote and encourage desired character development. CVS continues to implement tiered intervention as supported by Universal Design for Learning. Research based instruction, development, and implementation while building strong, authentic relationships is driving the School Continuous Improvement Plan at Crescent Valley School.

**SCHOOL IMPROVEMENT GOALS**

**STUDENT GROWTH & ACHIEVEMENT**

<b>LITERACY SMARTe GOAL 1</b>	<b>STRATEGIES</b>
<p>Through focused instruction 40% of students will achieve proficiency in reading accuracy and/or comprehension, as measured by the Divisional reading assessment benchmark by June 2021.</p>	<ul style="list-style-type: none"> <li>● Cross curricular</li> <li>● Repetition for 3 R's</li> <li>● RACE - Restate, Answer, Cite, Extend</li> <li>● What language will we use to encourage kids to understand cite/provide evidence</li> <li>● Source Analysis</li> <li>● Evidence</li> <li>● RTI</li> <li>● Common assessments</li> <li>● Precision reading</li> </ul> <p><b>Common assessments/grading methods used</b></p> <ul style="list-style-type: none"> <li>● 3Rs</li> <li>● Right to Read</li> <li>● EYE test</li> </ul> <p><b>Team teaching opportunities among grade level partners</b></p> <ul style="list-style-type: none"> <li>● PLC discussions and information sharing</li> <li>● Peer observation</li> </ul> <p><b>Universal strategies</b></p> <ul style="list-style-type: none"> <li>● Example: Like vocabulary within classrooms, word walls, bulletin boards, I Can statements/ Success Goals during lessons</li> </ul> <p><b>Literacy Consultant Supports-</b> what are some creative ways that we have accessed supports from Irene Heffel?</p> <ul style="list-style-type: none"> <li>● Literacy Consultant: Irene Heffel</li> </ul>
<p><b>Evidence of Success:</b></p> <p>40% of students will achieve proficiency in reading accuracy and/or comprehension, as measured by the Divisional reading assessment benchmark by June 2021.</p>	

<b>NUMERACY SMARTe GOAL 2</b>	<b>STRATEGIES</b>
<p>Through focused instruction across the grades by June 2021, school-wide results on the Mathletics assessment will show an improvement of 50% of the students who achieved between 0-49% will move to the next level 50-79%. (33 students out of 66 students who achieved in the 0-49% range will move forward.)</p>	<ul style="list-style-type: none"> <li>● cross curricular connections</li> <li>● Think critically about which units to teach first</li> <li>● Pick out clue words and continue to support vocabulary building opportunities</li> <li>● CUBES</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Pearson Math Makes Sense</li> <li>● Jump Math</li> <li>● Kim Sutton resources</li> <li>● First steps in math</li> <li>● common vocabulary list</li> <li>● like numeracy assessments across all grades</li> <li>● Math action words</li> <li>● Collaborative problem solving</li> <li>● Basic facts practice</li> <li>● Mathematics discourse</li> <li>● Real world application</li> <li>● Spiral</li> <li>● Cross curricular planning</li> <li>● Words walls</li> <li>● Power of ten</li> </ul> <p><b>Common Assessments Used</b></p> <ul style="list-style-type: none"> <li>● MIPI</li> <li>● Mathletics</li> <li>● Teacher-created assessments</li> <li>● PLC</li> </ul> <p><b>PD Opportunities</b></p> <ul style="list-style-type: none"> <li>● Gerry Lorway</li> <li>● Jump math</li> <li>● Box Cars and One Eye'd Jacks</li> </ul> <p><b>Success Goals and/or I Can Statements</b></p>
<p><b>Evidence of Success:</b>            By June 2021, school-wide results on the Mathletics assessment will show a 7% overall increase in the number of students who score at, or above, grade level as compared to the results of the previous assessment.</p>	

**TEACHING AND LEADERSHIP**

<b>EDUCATION QUALITY SMARTe GOAL 1</b>	<b>STRATEGIES</b>
Through our continued work on building a school-wide sense of pride. All teachers will work to expand their knowledge by setting standards and guidelines that best support our Safe and Caring focus and ensuring a successful implementation within their classroom by June 2021.	7 Sacred Teachings, Bears, Celebration of student success, BEST, Awards, FSLC, Displaying student work, Spirit days, Class weekly meetings, Classroom celebrations
<b>Evidence of Success:</b>	
All teachers will expand their knowledge by setting standards and guidelines that best support our Safe and Caring focus and ensuring a successful implementation within their classroom by June 2021.	

<b>PROFESSIONAL LEARNING, SUPERVISION and EVALUATION SMARTe GOAL 2</b>	<b>STRATEGIES</b>
<ul style="list-style-type: none"> <li>● Through professional development and learning, staff will expand their knowledge and skill sets in the area of literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>● PLCs (spell out for those who don't know)</li> <li>● PGP</li> <li>● PD opportunities</li> <li>● Teacher Convention</li> <li>● Kick off Day</li> <li>● In school training</li> <li>● Instructional rounds</li> </ul>
<b>Evidence of Success:</b>	
Teachers have expanded their knowledge and skill set by attending intentional literacy and numeracy professional learning opportunities within the school by June 2021.	

### LEARNING SUPPORTS

<b>SAFE AND CARING SMARTe GOAL 1</b>	<b>STRATEGIES</b>
<b>Provide parents with multiple modes of communication in order to obtain feedback, as reported for the 2021</b>	<ul style="list-style-type: none"> <li>● Continue to foster building relationships</li> <li>● explicitly tell families what we're doing (sharing school-wide events)</li> </ul>

<p><b>Accountability Pillar results.</b></p>	<ul style="list-style-type: none"> <li>● BEARS &amp; 7 Sacred Teachings</li> <li>● common language</li> <li>#cvssafeandcaring</li> <li>#cvsliteracy</li> <li>#cvsnumeracy</li> <li>#wethevalley</li> <li>#cvscooperativelearning</li> <li>#cvslovescommunity</li> <li>#cvsculture</li>   <li>/#cvssupportslearning</li> </ul>
<p><b>Evidence of Success:</b></p> <p>We will increase our parent involvement of those who indicate they are satisfied with the opportunity to be involved in decisions at their child's school, as reported on the 2021 Accountability Pillar results.</p>	

<p><b>STUDENT INCLUSION AND ACCESS TO SUPPORTS AND SERVICES</b></p> <p><b>SMARTe GOAL 2</b></p> <p>Based on our Accountability Pillar data, maintain a sense of school community by focusing on the 7 Sacred Teachings</p>	<p><b>STRATEGIES</b></p> <p>Orange Shirt Day, Character education, Bucket filling, 7 Sacred Teachings, Spirit Days, Pink Shirt Day, Circle of Courage, Announcements, Awards, Building classroom relationships, Breakfast program, Classroom buddies , BEST program, FSLC, Friendship Center</p>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>● Have a documented proof of declined reporting to PSST</li> <li>● A documented decline in the number of majors and minor referrals</li> <li>● Track FSLC data</li> </ul>	



**Professional Growth**

Professional Learning responds to and reflects individual, school and district needs · supports both short and long-term goals · includes on-going self-assessment and reflection · reflects a commitment to continuous professional growth · provides opportunities for collaboration· improves practice to enhance student learning.

**We believe professional learning is the responsibility of the individual, school and division.**

Data guides the decisions in both the division and the school. Your data analysis assists you in setting SMARTe goals for your school and for staff professional growth as articulated in your School Continuous Improvement Plan (SCIP). The professional learning needs that your instructional leadership team identify should stem from the data analysis that was completed.

**Instructional Leadership Team**

Your Instructional Leadership Team is the group that will help design and deliver the professional learning activities throughout the year. When planning for professional learning, you must consider how the learning will target the needs identified above and what evidence you will see in classrooms both in teaching practice and student learning.

**Division Professional Learning Days**

This section is where you will plan the details of your professional learning dates. Professional Learning dates should explore teaching and learning strategies focused on those areas identified in your data.

<b>Date</b>	<b>Focus</b>	<b>Audience</b>	<b>Activities Planned</b>
September 2, 2020	Numeracy & Literacy	Teaching & Support Staff	Kick Off Event
October 23, 2020	Data and Instructional Focus	Teaching Staff	Data gap analysis: parent/teacher/student.
	Mental Health PASI	Support Staff Secretaries	Virtual Meet Meeting with Shirley

November 27, 2020	Concept Based Learning	Teaching & Support Staff	<p><u>Morning:</u> <b>Focus: Literacy Reading</b></p> <ul style="list-style-type: none"> <li>- TQS overview (15 minutes)</li> <li>- AM: 3Rs Exemplars (5 minutes)</li> <li>- AM and TC: Precision Reading</li> <li>- MC/EB/BM: Running Records</li> <li>- NO/KD: Jolly Phonics</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- RM: Source Analysis/Inference (CER)</li> <li>- PM: Summaries/Retelling/Notice and Note</li> </ul> <p><u>Afternoon:</u></p> <ul style="list-style-type: none"> <li>- Teachers will work with their grade level partners to implement programs into their conceptual unit plans</li> </ul> <p><u>Support Staff</u></p> <ul style="list-style-type: none"> <li>- Morning: Join teachers</li> <li>- Afternoon: Emotional/Social Learning/FASD</li> </ul>
March 5, 2020	Concept Based Learning	Teaching Staff	<p><u>Morning:</u> <b>Focus: Numeracy</b></p> <ul style="list-style-type: none"> <li>- Math Action words/common vocabulary (15 minutes)</li> <li>- RM/MJ: Kim Sutton Number Sense</li> <li>- PM/TC/RM: Problem Solving</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- CP/CS: Power of 10</li> <li>- PM/TC/RM: Math Rotation Interventions (Spiralling)</li> </ul> <p><u>Afternoon:</u></p> <ul style="list-style-type: none"> <li>- Teachers will work with their grade level partners to implement programs into their conceptual unit plans</li> </ul>
		Support Staff	
April 30, 2020	Concept Based Learning Common Assessm	Teaching & Support Staff	<p><u>Morning:</u> <b>Focus: Literacy Writing</b></p> <ul style="list-style-type: none"> <li>- PM: Empowering Writers 101</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- PM: Narrative (K-6)</li> <li>- TC: Expository (Grade 7)</li> </ul> <p><u>Afternoon:</u></p>

	ent strategies		<ul style="list-style-type: none"> <li>- Teachers will work with their grade level partners to implement programs into their conceptual unit plans</li> </ul> <p><u>Support Staff</u></p> <ul style="list-style-type: none"> <li>- Khan Communications / LAMP AAC</li> <li>- PM: EAs will meet with classroom teachers</li> </ul>
May 28, 2020	Common Assessment Marking HLATs	Teaching & Support Staff	<p><u>Morning:</u> <b>Focus: Assessment &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>- AM and MC: HLAT Overview</li> <li>- Common marking</li> </ul> <p><u>Afternoon:</u></p> <ul style="list-style-type: none"> <li>- Teachers will work with their grade level partners to implement programs into their conceptual unit plans</li> </ul> <p><u>Support Staff</u></p> <ul style="list-style-type: none"> <li>- All day: Community Helpers</li> </ul>