

NES School Growth 2019-20





Our Goals at a glance

Goal #1

--Improve our students' social and emotional well-being according to the Core Competencies.

Goal # 2

--Improve our students' mathematical thinking; specifically, understanding math in conceptual ways.

Goal # 3

--Improve our students' ability to write effectively across a range of genres.

Goal #1- In detail

--Improve our students' social and emotional well-being according to the Core Competencies.

Each class will use the Class Review process to identify the competencies and apply strategies they will focus on. Evidence of growth will be reflected by classroom assessments and the annual administration of the Middle Year Developmental Instrument (MDI).

Strategies:

- Use of formative assessment and Class Reviews to provide insights on students' social/emotional needs
- Creating school clubs that help students build a sense of belonging
- Focus on curricular Core Competencies. Discuss and collaborate on connecting these students with the competencies through various instructional means.

Actions:

- Professional Development in Social Emotional and Mental Health program linked to Core Competencies (EASE) is being delivered school wide in 2019-20.











Introduction of Virtues based Positive Behavioural Support Program

Evidence of Growth:

- Staff and volunteer sponsored clubs are even more popular this year- Thrive after Three, Lunch clubs, and Sports teams-
 - We were able to secure a grant to ensure even students from the southern zone can take part in extracurricular activities

School Club Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Lunch	Intramurals	Garden Club Book Club Intramurals	Book Club	Intramurals	Intramurals Card Making
After School	Volleyball 6/7 3:00- 4:30 Dancing 3:30- 5:00 Fun Movement 5-7 3:00-4:30 (Starts Oct 28)	Karate 3:30- 5:30	Drama Ages 7-9 3:00-4:30 Drama Ages 10-13 5:00- 6:30 Coding 3:00- 4:30 Flag Football 3:00 4:30	Dryland Ski Training 3:00- 4:30	

<u>Virtue</u>	<u>Animal</u>	<u>Core Comp</u>	<u>Month</u>
Cooperation	 Beaver	Social responsibility	September
Compassion	Bear 	Personal awareness and Responsibility	October
Perseverance	 Salmon	Critical Thinking	November
Courage	Wolf 	Communication	December
Respect	 Owl	Cultural Identity	January
Creativity	Raven 	Creative Thinking	February
Honor	 Orca	Positive Personal and Cultural identity	March
Self-Discipline	Eagle 	PS – Self Regulation	April
Peacefulness	 Hummingbird	Communication	May
Generosity	Frog 	Social Responsibility	June

Goal #2– In detail

--Improve our students' mathematical thinking; specifically, understanding math in conceptual ways.

Students shall acquire numeracy skills and build proficiency in math language so they can apply their skills to solving problems and making real world connections. They will be able to express their math understanding through words, numbers, symbols, real life problems, graphics, models, and manipulatives. Students will focus on Number Sense to give them the foundational skills they need to build their numeracy skills.

Strategies:

- Use of formative assessment to guide instruction.
- Continue to emphasize instructing math in more conceptual ways.
- Focus on building Number Sense and school wide Vocabulary
- Fluency in operational and mental math

Actions:

- School alignment of Math Strands to encourage collaboration across the classes
- Collaboration with Learning Services team and across divisions to deliver balanced instruction between group based number talks, math centres, mini lessons, and independent practice

Evidence of Growth:

- Our District Assessment, which focuses on representing knowledge in a variety of formats, show that we are making progress in this area in both the Gr 4 and Gr 7 classes
- School-based levelled Diagnostic Assessment to guide instruction and ensure curriculum coverage

Goal #3– In detail

--Improve our students' ability to write effectively across a range of genres.

Students shall focus on the seven writing traits through a genre based lens to build their writing skills and improve their ability to communicate their ideas effectively and purposefully.

Strategies:

- Collaborate between grade levels to implement a genre based language arts program
- Build rubrics connected to the curricular competencies and performance standards to help students self-assess their work and create learning goals to reach for throughout the year
- Use class reviews to target areas of strength, stretches, and identify instructional targets

Actions:

- We are developing a bank of grade appropriate exemplars and single column rubrics to share and improve instruction and assessment practices
- Continue with celebration wall and increase publishing and sharing at assemblies

Evidence of Growth:

- Fall formative writing assessment was coded as a group using descriptive performance standard based rubrics allowed class teachers to identify specific areas of need for each group and individuals

Class Review

October 8, 2019

Classroom Strengths

- Routine and structure
- Creative
- Want to do well
- Get along well- empathetic and happy to help their peers
- Inclusive and accept new students
- Writing- risk takers and more willing to communicate this way than speaking

Classroom Stretches

- Self-awareness is low, they have trouble communicating their personal interests or needs
- Math fluency is an issue- trouble with addition
- Low interest in reading
- Questioning skills and ability to make questions
- Grade 2 and lower in decoding and comprehension
- 5 students with speech challenges

Class Interests

- Nature
- Music
- Animals

Literacy Trends- (DART- Writing assessment)

- Reading is the biggest area for improvement
- [is this linked](#) to the speech problems?
- Comprehension strategies (listening and [reading](#))
- Writing is strong in stamina, risk taking, and even phonetic spelling ([incongruency](#) here with reading)
- Literacy stretches effecting cross curricular understanding (math and science)

Numeracy Trends- (Running record, number worlds assessment)

- Most students just under grade level
- Addition and subtraction gaps- (within 5 and 10)
- Developing strategies for addition- rudimentary at present
- Number of the day- [fullerton](#) representation- is going well
- Patterning is going well at grade 2- grade 3 transition difficult
- Strands are organised and shared- math vocabulary developing

Socio-emotional Trends

- Need morning meetings to settle
- Lots of late arrivers daily
- Greeting in the morning is a real positive
- Calm down time after lunch is also used well
- There is some anxiety
- Empathetic and cooperative- few behavioural issues
- Self awareness and identity is a stretch
- Struggle to self start and move on to next task

Universal Design Targets

- Centers in Math- games and connections
- Fluency folders in math with strategies
- Working with grade 5/6 students to develop fluency
- Using [freshgrade](#) to share goals with parents
- Using [jumpmath](#) time with teacher- small group while others are at centers
- Find a way to have students move on from completed tasks to choice or extension activities.
- Daily five- including one on one time working on reading goals, individualised reading boxes, word work, [roads](#) station- boom is a great app, interactive writing wall with self pick tasks
- Writing workshop on Fridays

Core Competency Targets

- Developing identity and [self awareness](#)
- Making me boxes
- I know who I am and some special things about me
- Ease training to work on anxiety
- Communication in sharing ideas and connections
- Frequent check ins on what was accomplished and what they are proud of
- Increasing metacognition and why what they are doing is important