

NES Growth Plan

2017-2020



Our Goals

Goal #1

--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).

Goal # 2

--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.

Goal # 3

--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.

Goal #1 Social and Emotional Learning

Why?

Staff has been very cognizant of the social/emotional challenges of our students. Staff are concerned around the high levels of anxiety displayed by some of our students, challenges being dealt with from home environments, and how a great population of our students need some support in creating healthy relationships.

What are we doing?

Our staff have been working with the “Zones of Regulation”, “MindUp”, and “FRIENDS” programs. The Zones of regulation builds a foundation for understanding a recognizing emotions. It focuses on building a healthy understanding of their emotions while equipping students with strategies for emotional self-regulation. MindUp ad FRIENDS both use research based methods rooted in neuroscience and counselling psychology to teach students how to gain control and have an understanding of their own mental health and the well-being of others.

We are also focusing on creating opportunities for students outside the curriculum and building a healthy inclusive school culture. This includes intramurals, after school clubs, and school sports.

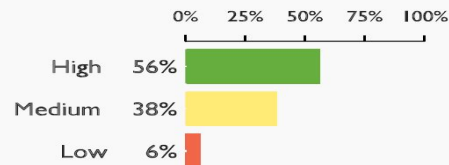
How is it going?

Students are learning the language around self regulation and emotions. This is language you can hear around our school and helps students resolve issues and reduce negative interactions. We look forward to seeing the results of the MDI assessment this year.

MDI Data Social and Emotional Learning Grade 4

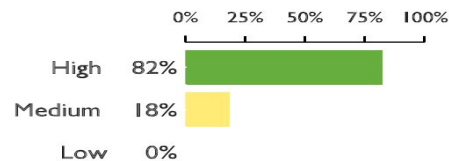
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."



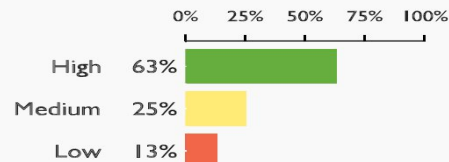
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."



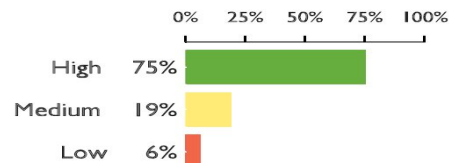
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."



SELF-ESTEEM

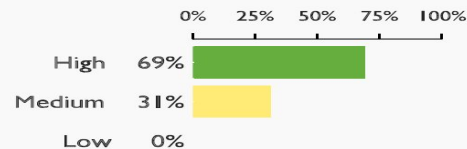
Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."



MDI Data Social and Emotional Learning Grade 7

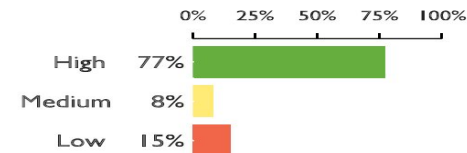
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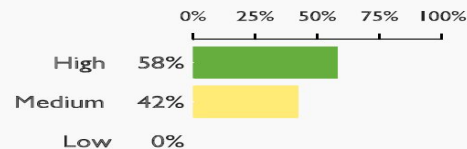
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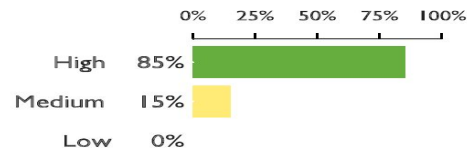
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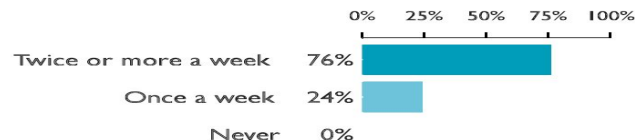
School Culture

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3pm-6pm), how many days did you participate in:

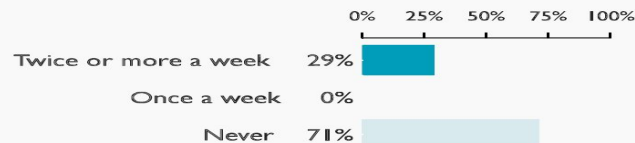
ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g. educational lessons, youth organizations, music or art lessons and sports practice)



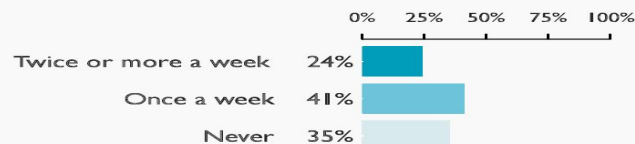
EDUCATIONAL LESSONS OR ACTIVITIES

For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.



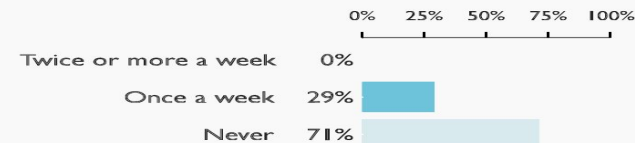
MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.



YOUTH ORGANIZATIONS

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.



Goal #2 Math

Why?

The redesigned curriculum focuses on deeper conceptual learning in Math. Finding different ways to represent learning and building Number Sense are keys to student success. The Northern Lights Assessment is effective for gathering information on how students are able to represent their Math knowledge in discrete areas in a number of ways. Through this assessment it became clear many of our students were not meeting expectations.

What are we doing?

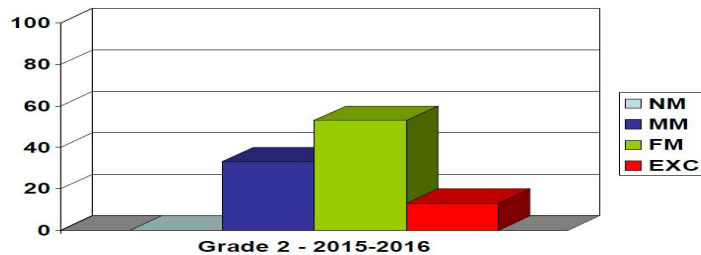
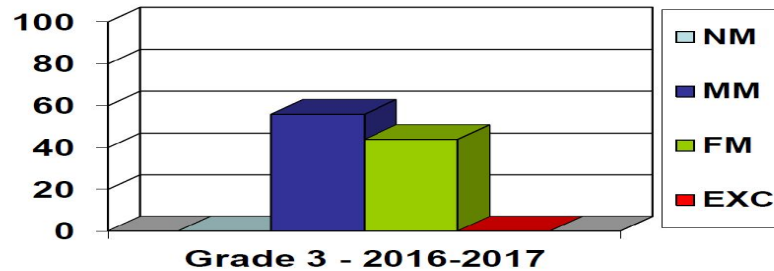
Staff emphasize instructing math in more conceptual ways, encouraging students to think about Math in real world situations and to represent their learning in a variety of ways. We are focussing on building Number Sense and school wide Vocabulary that students carry through their years of study. At the primary years we hope to build fluency in operational and mental math to help students master these foundational skills to help them focus on conceptual math at the intermediate levels.

How is it going?

By using the Northern Lights Assessment as a formative tool, students are improving on their ability to represent their knowledge in a variety of ways. This year we have put a bit more focus on the foundational skills and meeting as a staff to make sure that all skills are being practiced and taught. We hope to see some positive results in this year's coming assessments.

Math Assessment Data Current Grade 5

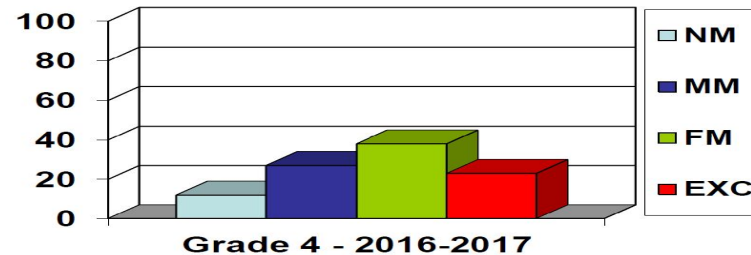
School District 10 (Arrow Lakes) NES Math Writing



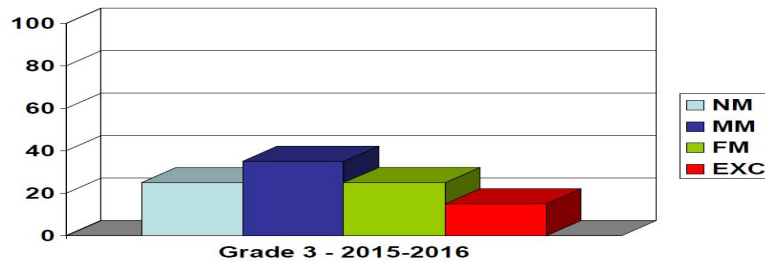
2014-2015 Grade 1
Incomplete Data

Math Assessment Data Current Grade 6

School District 10 (Arrow Lakes) NES Math Writing



*2016-2017 Math Achievement Results
Participation Rate – 96%, 26/27 students*

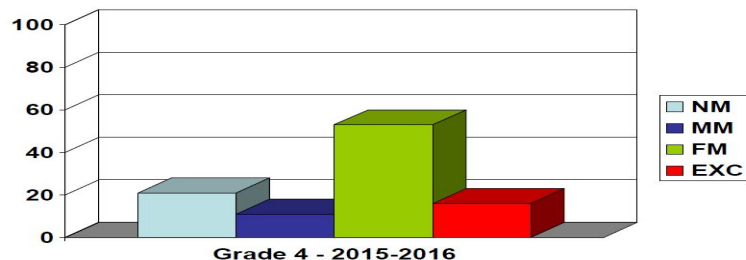
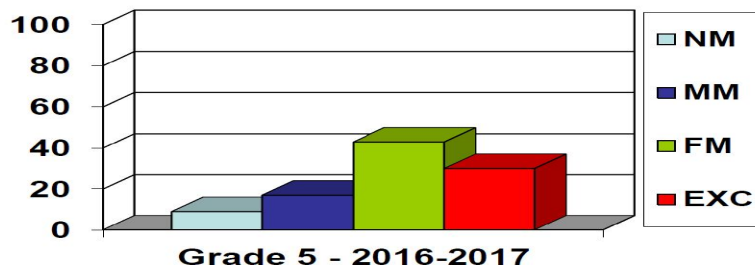


*2015-2016 Math Achievement Results
Participation Rate – 95%, 20/21 students*

2014-2015 Grade 2
Incomplete Data

Numeracy Assessment Data Current Grade 7

School District 10 (Arrow Lakes) NES Math Writing



2014-2015 Grade 3
Incomplete Data

Goal #3 Writing

Why?

During the 2017/2018 school year, staff noticed a distinct lag in our students Literacy performance, particularly in the area of writing. This was clear by examining FSA data as well as the District Writing Assessment. It was identified that students have little understanding of how to produce effective written evidence of their ideas in a variety of genres.

What are we doing?

Staff are working on a book study of “The Write Genre”. This approach links the 6 traits through the lens of different genres of writing. Staff and students will be focusing on the genres simultaneously in a school wide collaboration. Celebrating and sharing learning will be at the heart of this shared learning voyage.

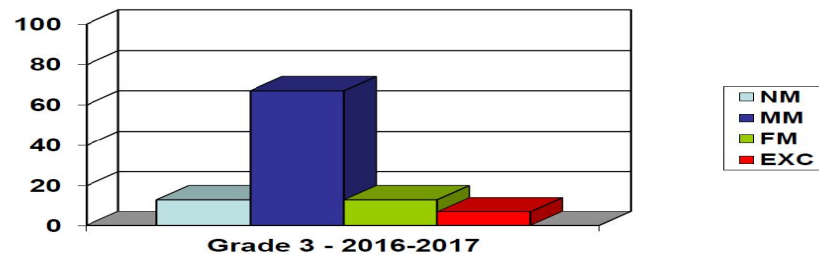
How is it going?

This is a new goal this year so we hope to see some results in the District Writing Assessments in Spring of 2018.

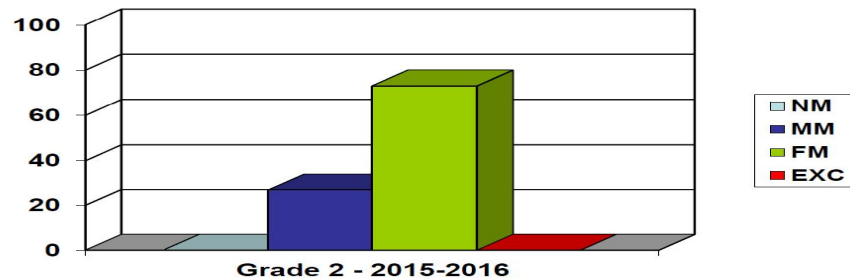
Writing Assessment Data Current Grade 5

School District 10 (Arrow Lakes) NES District Writing

2016-2017 Writing Achievement Results
Participation Rate – 88%, 15/17 students

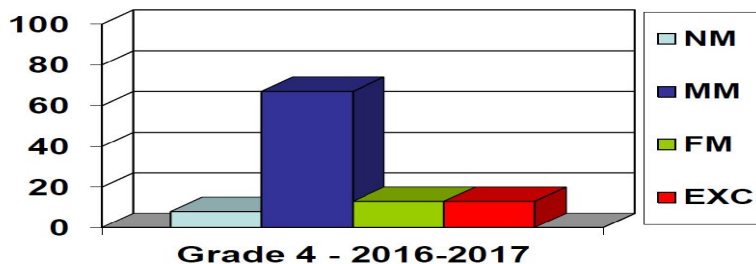


2015-2016 Writing Achievement Results
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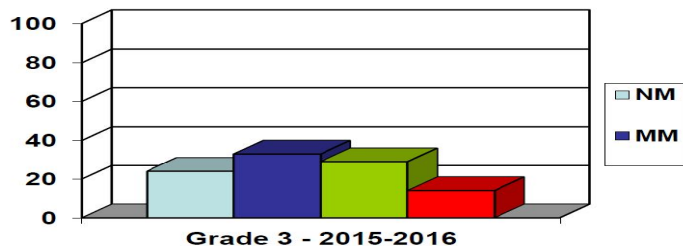


Writing Assessment Data Current Grade 6

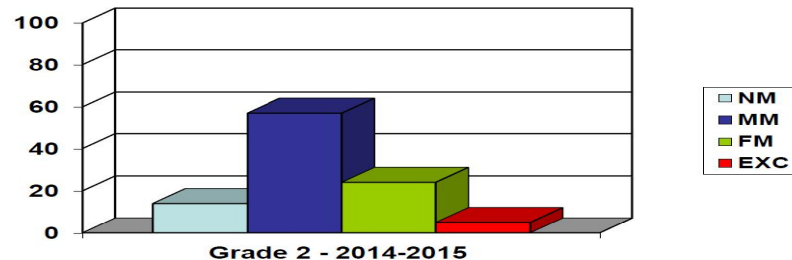
School District 10 (Arrow Lakes) NES District Writing



2016-2017 Writing Achievement Results
Participation Rate – 89%, 24/27 students



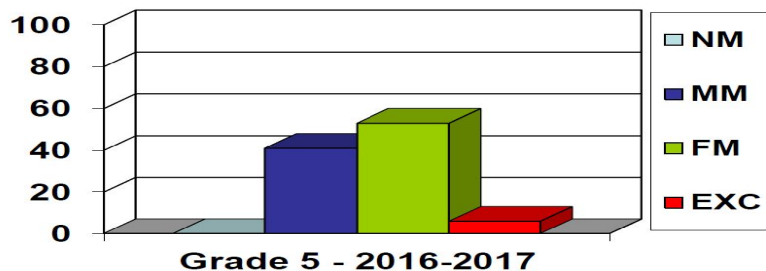
2015-2016 Writing Achievement Results
Participation Rate – 100%, 21/21 students



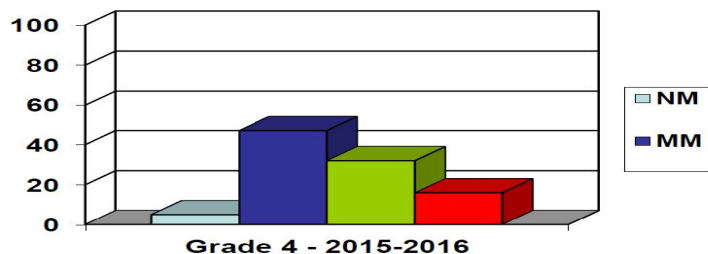
2014-2015 Writing Achievement Results
Participation Rate – 95%, 21/22 students

Writing Assessment Data Current Grade 7

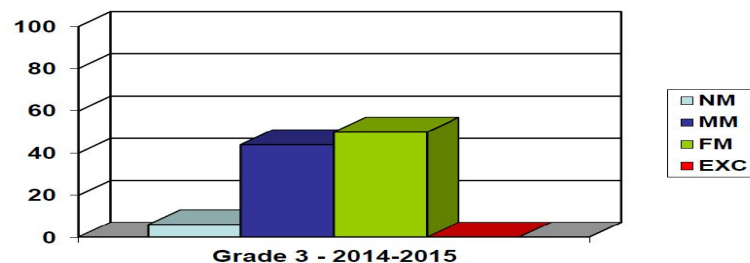
School District 10 (Arrow Lakes) NES District Writing



2016-2017 Writing Achievement Results
Participation Rate – 74%, 17/22 students



2015-2016 Writing Achievement Results
Participation Rate 90%, 19/20 students



2014-2015 Writing Achievement Results
Participation Rate – 95%, 18/19 students