

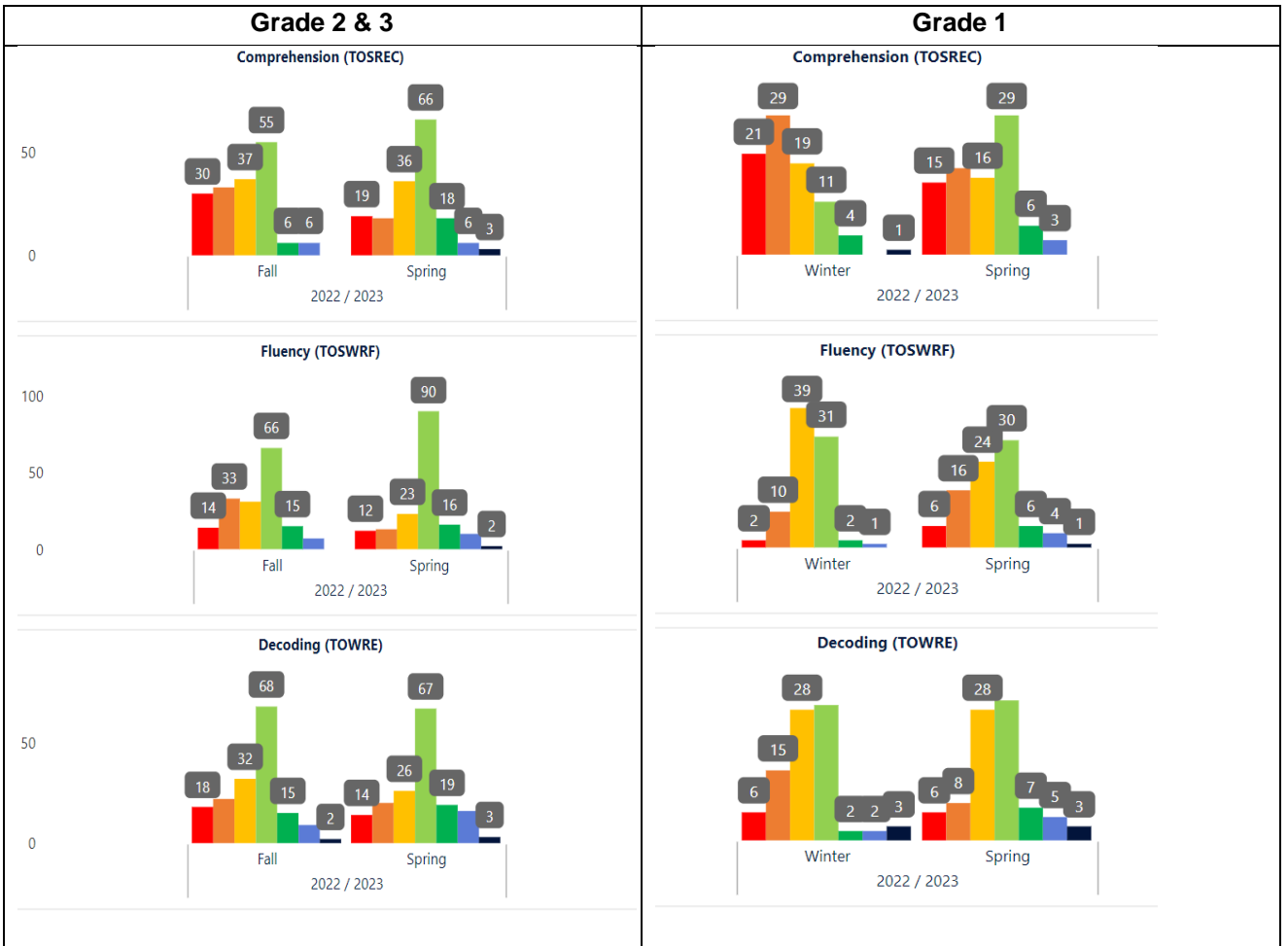
Sandhills School Results and Plan of Action

<p>GOAL #1: EVERY STUDENT IS SUCCESSFUL</p> <p>GOAL #2: QUALITY TEACHING AND SCHOOL LEADERSHIP</p> <p>GOAL #3: EFFECTIVE GOVERNANCE</p>
<p>DIVISION PRIORITIES:</p> <ol style="list-style-type: none">1. FVSD will foster connectivity and well-being amongst community, students, parents and staff2. All students will improve literacy skills3. All students will improve numeracy skills

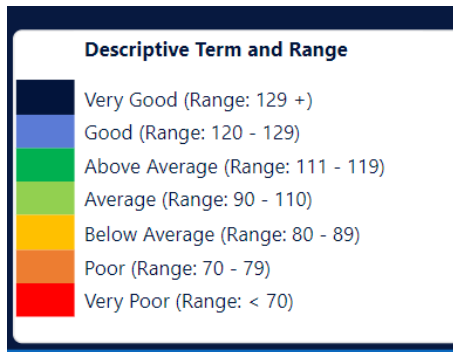
SCHOOL GOALS

<p>School Goal 1: Students in grades 1-3 will raise their literacy levels and improve reading vocabulary through explicit instruction in morphology.</p>
<p>Target and Measurement Tools:</p> <ul style="list-style-type: none">• TTT

Results: Students are gaining in efficiency, fluency, and comprehension yearly and are sustaining gains over time. Students in grades 1, 2, and 3 gained 9 standard points in comprehension from fall to spring.



Legend



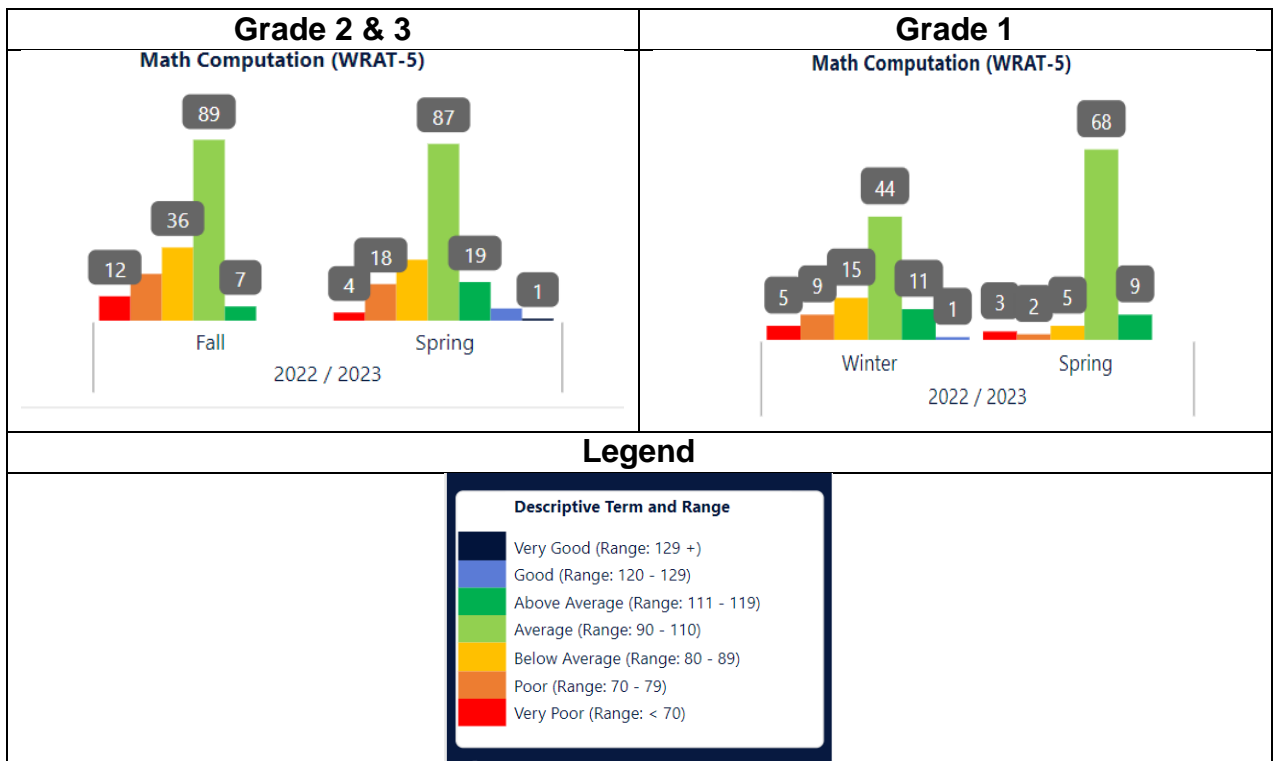
Plan Moving Forward: Large numbers of students are moving from below average to the average group each year. SHES has targeted supports in place to encourage and sustain this growth. We would like to see more growth in the above average, good, and very good categories in efficiency, fluency, and comprehension. To achieve this goal, classroom instruction will be the focus. In collaboration with the principal and the assistant principal, the literacy Content Coach will lead an investigation into the explicit instruction of morphology and how to implement it daily into classroom reading instruction. Teachers will work with the literacy Content Coach in grade teams and independently to improve knowledge of morphology. Together they will learn, co-plan and co-teach lessons, and co-reflect.

School Goal 2: Students in grades 1-3 will demonstrate conceptual understanding in number concepts and fractions using hands-on materials and multiple visual representations.

Target and Measurement Tools:

- WRAT5

Results: Noticeable growth was observed in all grades. On the WRAT5, grade one and three students grew 6 standard points, and grade 2 students grew by 7 standard points. Students with the most significant growth were grade 2 students involved in the Number Sense interventions.



Plan moving forward:

To encourage more growth and student understanding, number sense and operations will be continued and emphasized throughout the year in all grades. A focus has been placed on classroom instruction. The principal, assistant principal, and the math Content Coach will observe and engage in a process of learning about numeracy instruction at Sandhills. Through co-planning with grade teams and teachers, co-teaching, and co-reflecting, teachers will grow in their ability to instruct students in developing a conceptual understanding of number concepts.

Due to the effectiveness with grade 2 students last year, the Number sense intervention has been implemented in grade 3

School Goal 3: Teach students to use the skills learned in the Second Step program beyond the classroom to increase positive peer interactions and to decrease negative peer interactions.
Develop a school-wide understanding of restorative practices in response to conflict.

Target and Measurement Tools:

- Connectivity Survey
- School Behavior Tracking

Results: 93% of students are happy or excited to come to school each day. 97% of students have positive relationships with the adults in the school. 91% of students report positive relationships with other students in the school.

Plan moving forward:

Although most students at Sandhills report positive relationships with other students in the school, our students are young and thus new to the independent development of peer relationships. According to school behavior tracking, 69% of recorded behavior incidents involve peer conflict. To help facilitate positive peer relationships, the following will be emphasized:

- Second Step Programming, specifically instruction & reinforcement of skills, common staff wide language
- Increased parental knowledge of Step Practices through information in biweekly newsletters and by increasing conversations about Second Step practices
- Positive reinforcement of Second Step skills through implementation of a ticket system
- Explicit focus on restorative practices when addressing aggressive and negative peer interaction. (Restorative practices emphasize repairing the harm done to people and restoring relationships.)
- Connection Team small group programming with a focus on peer interactions and dealing with emotions