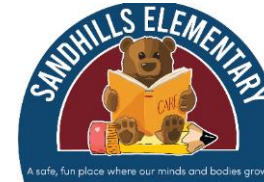# SANDHILLS SCHOOL

2023-2024 SCHOOL ASSURANCE PLAN
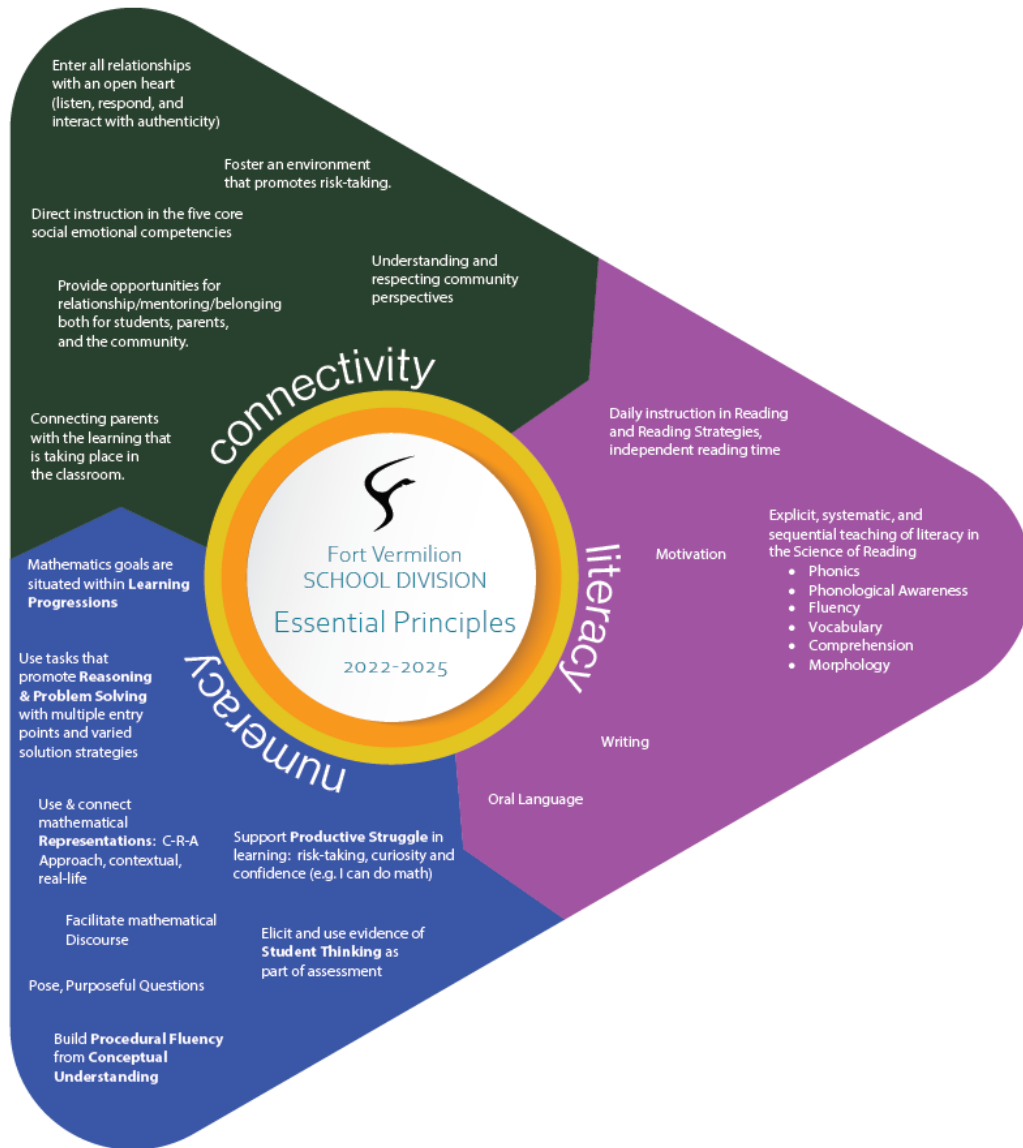
Principal: Wendy Morris

Trustee: Tim Driedger and Benjamin Friesen

Our Children, Our Students, Our Future

Enter all relationships with an open heart (listen, respond, and interact with authenticity)

Foster an environment that promotes risk-taking.

Direct instruction in the five core social emotional competencies

Understanding and respecting community perspectives

Provide opportunities for relationship/mentoring/belonging both for students, parents, and the community.

connectivity

Connecting parents with the learning that is taking place in the classroom.

Fort Vermilion
SCHOOL DIVISION

Essential Principles

2022-2025

Daily instruction in Reading and Reading Strategies, independent reading time

literacy

Motivation

Explicit, systematic, and sequential teaching of literacy in the Science of Reading
- Phonics
- Phonological Awareness
- Fluency
- Vocabulary
- Comprehension
- Morphology

Mathematics goals are situated within **Learning Progressions**

numeracy

Use tasks that promote **Reasoning & Problem Solving** with multiple entry points and varied solution strategies

Use & connect mathematical **Representations**: C-R-A Approach, contextual, real-life

Support **Productive Struggle** in learning: risk-taking, curiosity and confidence (e.g. I can do math)

Writing

Oral Language

Facilitate mathematical Discourse

Elicit and use evidence of **Student Thinking** as part of assessment

Pose, Purposeful Questions

Build **Procedural Fluency** from **Conceptual Understanding**

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	Baseline Data (current reality) (June 2022)	Target Data (desired reality)	Implementation Plan Consider research and best-practice in the short and long term	Short Report (completed as data becomes available) (June 2023)
Connectivity FVSD will foster connectivity and well-being amongst community, students, parents, and staff	Direct instruction in the five-core social emotional competencies: • Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision-Making	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.	• Most students at Sandhills are happy or excited to learn at school. • Most students are happy or excited about their relationships with other students in the school. • Most students feel they have a significant adult in the school that they can talk to. • Of the students that indicated concerns, worries about peer relationships and feeling sad or worry at school were the most common concern. School tracking sheet s student behavior incidents: 27/39 incidents recorded on 2022/2023 tracking sheet involved peer conflict.	Students will gain an increased ability to resolve peer to peer issues. Connectivity Survey and SHES behavior tracking form will show a decrease in incidents of peer conflict.	Continued instruction of Second Step. All staff will model Second Step program skills, remind students to use them, and notice and reinforce skill use in students with specific verbal feedback. Explicit focus on restorative practices when addressing aggressive and negative peer interactions. Increase parent knowledge of Second Step by including in newsletter and talking about it at parent meetings. Positive reinforcement of social skills. Utilize Connection Team programming for Tier 2 Support.	

Commented [JG1]: Teach and use common language (??)

| Literacy

All students will improve literacy skills	Explicit, systematic, and sequential teaching of literacy in the Science of Reading: • Phonics • Phonological awareness • Fluency • Vocabulary • Comprehension • Morphology	*Students in grades 1-3 will raise their literacy levels and improve their reading vocabulary through explicit instruction in morphology.*	Grade one students grew by a total of 13.6% on the TTT assessments, grade 2 and 3 students grew by 7%. Comprehension was the area with the most growth on the TTT assessments. Grade one grew by 24.9% in comprehension. Grades 2 & 3 grew by 13.9%. The lowest area of growth was efficiency. Grade one students grew by 8.9% and grade two and three students grew by 12%.	TTT assessments (TOSREC, TOWRE, TOSWRF will be used to establish school baseline data at the beginning of the school year (Gr. 2 & 3) and in January for Gr. 1.	Best Practices Approach to Reading/Writing/Phonics Instruction: *In collaboration with the principal and assistant principal, the literacy coach will lead an investigation into the explicit instruction of morphology and how to implement daily in-classroom reading instruction.* *Teachers will work with the literacy coach independently and in Grade Teams to collaborate, plan and deliver lessons to improve students' morphological awareness, which will help students learn to read and spell. This process will occur on a preplanned cycle.* *Continued investigation into Structured Word inquiry.* Pre-Assessments and diagnostics will be ongoing to determine small-group Tier 2 supports. These will be delivered by a trained interventionist.	

| Numeracy

All students will improve numeracy skills | Build Procedural Fluency from conceptual understanding. | Students in grades 1-3 will demonstrate conceptual understanding in number concepts and fractions using hands-on materials and multiple visual representations. | As measured by the WRAT5, overall student results increased by 20.5% from Fall 2021 – Spring 2022: grade one students increased by 25.9%. Grade two and three increased by 13.2%. | WRAT5 (Gr. 2 & 3) to be used to establish school baseline data at the beginning of the school year and in January for Gr. 1. | **Best Practices Approach to Numeracy Instruction:**

In collaboration with the principal and assistant principal, the numeracy coach will work with teachers to help students gain a conceptual understanding of number concepts and fractions through various hands-on materials and multiple visual representations.

Teachers will work with the numeracy coach independently and in Grade Teams to collaborate, plan and deliver lessons on an assigned cycle (6-8 weeks).

Tier 2 Numeracy interventions will support students below grade level.

Pre-Assessments and diagnostics will be ongoing to determine small-group Tier 2 supports. These will be delivered by a trained interventionist. | |

As the representative of the School Council at this school, I hereby give my endorsement to this School Assurance Plan for the 2022-23 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.

_____   _____
School Council Chair   Date

As Principal of this school, I hereby submit our School Assurance Plan for the 2022-23 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

_____   _____
Principal   Date

Results