

# BLUE HILLS COMMUNITY SCHOOL

## 2024-2025 SCHOOL ASSURANCE PLAN



**Principal:** Dave Gallant

**Trustee:** John Zacharias



*Our Children, Our Students, Our Future: Moving the Dial on Every Child*

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	Results (current reality)	Target Data (desired reality)	Implementation Plan Consider research and best-practice in the short and long term	Short Report (completed as data becomes available)
Connectivity  FVSD will foster connectivity and well-being amongst community, students, parents, and staff	1) Approach every relationship with an open heart, listening attentively, responding genuinely, and interacting with authenticity.  2) Deliver explicit teaching on the five fundamental social and emotional competencies that every student should acquire. (Self-awareness, Self-management, social awareness, Relationship skills Responsible decision-making)	The school goal of BHCS is to <i>create an environment that prioritizes connectivity and well-being among the community, students, parents, and staff, ensuring a positive and collaborative educational experience.</i>	Baseline Data (Current Reality) <b>Student responses:</b> <b>Div 1</b> 1)adults in the school make me feel: 70% Happy / 30% Excited 2) The other kids in school make me feel: 70% Happy/16% Excited/ 1% Sad/ 10% worried 3) How I feel most day at school: 66% Happy/27% excited / 6% worried <b>Div 2</b> 100% students say they have at least 1 close friend. 78% say they enjoy coming to school. 90% feel accepted by their classmates while at school. 88% feel accepted by the staff 92% feel safe while at school <b>Div 3</b> 40% said they enjoy coming school. 65% feel accepted by staff. 95% feel accepted by classmates 90% feel safe at school..  Target Data (Desired Reality)	Target Data (Desired Reality) That 80% of students (Div 1-3) would say that they enjoy coming to school) And to have 0 students who feel that are unconnected	We use our connectivity data to target and zero in on the students that indicate that they don't have any close friends or feel worried while at school.  All of our "unconnected students" are placed on shared staff doc. During CRM meetings staff are asked to report back on the "unconnected" student that they agreed to check in on throughout the month.  Using a positive reinforcement system: Students will be encouraged to practice the skills learned in the Second Step program throughout the school day with support from the FVSD Connection Team.	

			<p>That 80% of students (Div 1-3) would say that they enjoy coming to school) And to have 0 students that feel that are unconnected or unaccepted.</p>			
<p>Literacy</p> <p>All students will improve literacy skills</p>	<p>1.Explicit, systematic, and sequential teaching of literacy in the Science of Reading</p> <ul style="list-style-type: none"> <li>✓ Phonics</li> <li>✓ Phonological Awareness</li> <li>✓ Fluency</li> <li>✓ Vocabulary</li> <li>✓ Comprehension</li> <li>✓ Morphology</li> </ul> <p>to put the systems in place for BHCS students to receive explicit, systematic instruction in the foundational skills of reading based on the science of reading, delivered with fidelity by teachers that have been given support and training.</p> <p>2.Improving Student fundamentals in writing K-12</p>	<p>School Goal:</p> <p>To implement a comprehensive, K-12 literacy program grounded in the Science of Reading, ensuring explicit, systematic, and sequential instruction in phonics, fluency, vocabulary, and comprehension, leading to improved writing skills for all students.</p>	<p>Students will participate in TOSREC, TOWRE, and TOSWRF assessments at the beginning of the school year, with grade one receiving their assessment in January to measure progress in reading and writing.</p>	<p>Our desired reality would be to have our students grow by 15 points in our TOSREC results from Fall to Spring.</p>	<p>1.teachers will receive PD from our in-house literacy coach on how to explicitly teach reading.</p> <p>2.Continue to provide on-going professional development from our Literacy Coach that targets and emphasizes the fundamentals of writing (including grammar, sentence structure, vocabulary and organization.</p> <p>Teachers will work together with the literacy coach to design, implement, and execute lesson plans within a designated *6-8 week timeframe. (This highlights the different stages of lesson development and delivery. Timeframe to be determined.</p>	

<p>Numeracy</p> <p>All students will improve numeracy skills</p>	<p>Use the National Council Of teachers of Mathematics (NCTM, 2014)</p> <ol style="list-style-type: none"> <li>1. Establish Mathematics goals to focus learning</li> <li>2. Implement tasks that promote reasoning &amp; problem solving</li> <li>3. Use and connect mathematical representations</li> <li>4. Facilitate meaningful mathematical discourse</li> <li>5. Pose purposeful questions</li> <li>6. Build procedural fluency from conceptual understanding</li> <li>7. Support productive struggle in learning mathematics</li> <li>8. Elicit and use evidence of student thinking</li> </ol>	<p>Students will develop a strong understanding of numbers through activities that promote both fluency (speed and accuracy) and flexibility (the ability to manipulate numbers in different ways).</p>	<p>The desired reality is that we aim to enhance student fluency with number concepts. Assessments will be used to refine our target data for success.</p>	<p>WRAT5 grade 2-9 to be used to establish baseline data at the beginning of the school year and in January for grade one.</p> <p>PNSA ECS to Grade 4</p>	<ul style="list-style-type: none"> <li>- The numeracy coach will collaborate with school administration to identify and deliver professional development opportunities for teachers to enhance their numeracy instruction.</li> <li>-Teachers will work together with the numeracy coach to plan, develop, and deliver math lessons within a designated 6-8 week cycle, promoting collaboration and continuous improvement.</li> <li>- Tier 2 numeracy interventions will be provided to support students performing below grade level in math.</li> <li>- Regular pre-assessments and diagnostic tools will be used to determine the specific needs of students in small-group tier 2 intervention settings</li> </ul>	<p>.</p>

<p><b>Career Paths</b></p> <p>All students will <i>Explore, Develop, Grow, and Experience</i> chosen career paths</p>	<p>Students will cultivate their skills and knowledge through engaging projects and experiences that align with their career aspirations.</p> <p>Students will gain valuable real-world insights by interacting tools (ex. the heavy-duty vehicle simulator) and meet with professionals to explore viable career options.</p> <p>Students will explore occupations through purposeful play and interactive technology.</p>	<p>To broaden student horizons and expose them to a diverse range of future career possibilities, BHCS staff will create learning experiences that:</p> <ol style="list-style-type: none"> <li>1) Spark Exploration</li> <li>2) Foster a Passion for learning.</li> <li>3) Bring Careers into everyday lessons.</li> <li>4) Include “Purposeful Play” in student activities.</li> </ol> <p>- <b>Spark Exploration Through Diverse Activities:</b> Provide students with enriching experiences like reading relevant books, engaging in career role-playing, participating in hands-on learning projects, connecting with the community, and embarking on field trips. This exposes them to a vast array of career options.</p> <p>- <b>Ignite a Passion for Learning:</b> Model a spirit of</p>	<p>Currently having discussion about how to best access this goal.</p>	<p>Every student will participate in activities that explore a range of careers while at the same time learning skills to enhance their lives after they graduate.</p>	<p><b>Building a Career Library:</b> We will curate a diverse collection of engaging literature featuring different careers. From doctor biographies to astronaut picture books, these resources will spark students' curiosity and ignite their imaginations.</p> <p><b>Hands-on Career Exploration Centers:</b> We will create interactive career exploration centers. these Career Centres could include costumes, props, and age-appropriate materials. This will allow students to role-play different professions, fostering a deeper understanding of the tasks, skills, and settings associated with each career path.</p> <p>The heavy-duty simulator can also be used to role play careers in road and building construction, as well as complete tutorials with the support of the FVSD Sim. Instructor. Beyond mastering controls, the heavy-duty simulator lets students virtually experience careers in</p>	

		<p>curiosity and inquiry by actively asking questions and encouraging students to do the same. This fosters a lifelong love of learning, a key element in exploring different career paths.</p> <p>- <b>Weave Career Conversations into Everyday Learning:</b> Naturally integrate discussions about future careers into your curriculum. Help students connect their classroom learning to real-world applications and potential career choices.</p> <p>- <b>Unlock Potential Through Playful Exploration:</b> Embrace the power of play! Design engaging activities that allow students to explore different roles, interests, and skills in a fun and creative way. Play can be a powerful tool for early career exploration.</p>			<p>road and building construction.</p> <p>The Foods kitchen also allows students to explore careers in the culinary arts. (this has included students preparing and hosting Mother's Day Teas, Father's Day Breakfast and Community Cook-Off events. (The annual Community Cook-Off)</p> <p>In the food kitchen, students gain hands-on experience and hone skills essential for culinary arts careers and working in local restaurants and industry camps.</p> <p>Utilize the support of Stef Brown (Career Exploration)</p> <p>Academies to adopt a purposeful play model for career exploration.</p>	
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As the representative of the School Council at this school, I hereby give my endorsement to this School Assurance Plan for the 2024-25 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.

As Principal of this school, I hereby submit our School Assurance Plan for the 2024-25 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

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School Council Chair

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Date

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Principal

\_\_\_\_\_  
Date