

Enhancing Student Learning Plan 2018-19

School: EOES

What We Know About Our Learners.

Key features of our School Review that will guide our actions and directions in 2018-19

The staff feel quite strongly that poor reading comprehension in both languages is impeding student progress in several aspects of their academics. Teaching reading strategies to students will be a focus in 2018-2019. Students and staff are well versed in the W.I.T.S program and feel that this has contributed to fewer incidents on the playground and in the school when students use this strategy well. The school also focused on the 7 Successful Learning traits this year which correspond to the Competencies which students need to learn and reflect upon. Again, the staff want to continue using these traits to build upon reflective learning for their students. The school purchased a great number of Math manipulatives and these were widely used to support skills, as this is another academic area that needs strengthening. We have more students enrolled in French Immersion that need support both academically, behaviourally and socially. Not having a consistent Learning Support person or Counsellor has definitely not been helpful for our school and students. Also, not having two classes at the same grade level in English has made separating students with specific learning needs or behaviour needs extremely challenging.

Many of our teachers used the new reporting system and were able to combine this with constant communication through E-Portfolios to parents. These teachers will support others who will be also implementing portfolios either paper or E-portfolios and the new reporting system adopted by the District.

Focus Area 1: District Strategic Priorities

Actions and directives planned for 2018-19

Personalization of Learning	Flexible and Responsive Structures	Social/Emotional Learning	Engagement Through Technology
<ul style="list-style-type: none"> - Teaching on a daily basis with the 7 Successful Learning Traits on a daily basis and using the language more in teaching/ classrooms will allow students to understand the type of learner they are and what they are good at. -Exploratories-offering students choices allows both them and staff to teach and explore their passions -Classes participated in Inquiry projects and this will be continued next year. Utilizing the Librarian to support classes and gifted students who need this challenge will be used next year. -Maker space was useful in allowing students in Grades 4 and 5 to explore projects of interest. This too will be scheduled to allow personalization of learning for these grade levels. -Clubs such as WE, WEE, Chess, Leadership, Ukelele, Choir all permit students to participate in something that they are good at - - 	<ul style="list-style-type: none"> -Primary and Intermediate Schedules will need to be developed which will facilitate classes grouping children according to their reading levels. -Math Scheduling for Primary and Intermediate classes will need to be arranged so that ability groupings can take place regardless of the grade Teachers provide input into common prep time Continue with EA meetings on a monthly basis so that students who need support in various classrooms and have various EA's learn what strategies are working for learning and student progress. EA schedules are revised throughout the year to accommodate needs in classrooms as they change.. Support from Learning Services to work in classrooms more than a pull out system. This provided double the teaching component in a classroom. Class Reviews twice a year support more students and provide on going data to provide support that has changed or needs changing. Having SBT 3 out of 4 weeks per month works. 	<ul style="list-style-type: none"> -Continue working on the 7 Successful Learning Traits - Continue to work with W.I.T.S and how to respectfully express feelings -Zones of Regulation- Teach in Classrooms throughout the school by the Counsellor and Teachers so there is a common understanding of emotions and when self-regulation strategies need to be put into place - SOGI- teachers will all be teaching lessons so there is more empathy and understanding for differences. -More time has been given to counselling to focus on emotional needs of students. -Mindfulness is practiced in classrooms and with our whole school during announcements - Connecting high profile students with staff member so we reach those students at risk - Introduce Circle of Friends Program 	<ul style="list-style-type: none"> -Synergy BC Grant- will be using the grant money to purchase 10 more IPADS to use with Inquiry Projects in the Intermediate Grades -Google Read and Write--Using this as a tool to support students who need adaptations with reading and writing. -Trying to introduce Coding using Intermediate students with Primary students -Purchasing more French Apps for IPADS to support the learning in the classrooms.

	<p>-Counsellor and Admin meetings on a weekly basis to meet some of the emotional needs of students.</p>		
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Focus Area 2: Redesigned Curriculum

Actions and initiatives planned for 2018-19

Successful Learner Traits and Core Competencies- they blend so well for student understanding and application.
 Monthly letter or communication will be continued to be sent home regarding the Successful learner Trait of the month which is currently done this year through our webpage/ newsletter.
 Announcements reminding the school of the Learner Trait will keep our students focused on what type of learning they are to demonstrate and reflect upon, on a daily basis. This gives the students and class focus thinking time about what type of learner they are working on each day and during the month.
 Books that support the Successful Learning Traits for students as a Teacher Reference to use in Classrooms. The school built a library this year and should continue doing this as a teacher/ class and student reference.
 Teaching Primary students using songs and stories and signs that illustrate the trait

Focus Area 3: School-identified Focus Areas

Actions and initiatives planned for 2018-19

Reading Comprehension- Suggesting School Wide Read Teams
 Suggesting extra Pro D for Grade 6 / 7 Teachers with Assessment and Evaluation of Reading/ Teaching Reading Strategies
 Primary/ Intermediate Groupings for Reading Support
 Scheduling to accommodate Reading Groupings
 Data to be continued to be collected in the Fall / Spring
 Pro D on how to use Google Read and Write would be helpful to and for teachers to support students who need adaptations with their reading and writing.

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