

**School Goal Statement #1:** To increase academic achievement in writing.

**1. Rationale:**

- a. Writing is an essential form of communication which requires students to think creatively, critically and reflectively about language as part of constructing and communicating personal meaning. This is an important aspect to be able to interact on a local and global level.
- b. Keating data indicates that our current achievement in writing needs improvement. The data has stimulated staff conversations and prompted focus on developing a common language and understanding of strong instructional and assessment practices.

**2. Strategies:**

**a. Taking Action:**

- i. Define ‘good writer’ and ‘good writing’ to specify criteria and support the development of common strategies to support all learners towards the goal of being proficient and knowledgeable users of language in all forms while thinking creatively, and critically;
- ii. Create a shared understanding of a balanced writing program to strengthen school wide consistency (explore ‘The Six T’s of Effective Elementary Literacy Instruction’ by Richard Allington);
- iii. Collaborate to create a common practice/approach for assessing student writing (Oct/March, School Wide Write, Collaborative Assessment Practice, etc.); and
- iv. Showcase and celebrate writing in a variety of forms and venues, eg. both orally and written, assemblies, display case/bulletin boards, Fresh Grade, classroom celebrations.

**b. Checking/Results:**

- i. Annual Report Card Data for all grades and programs, specifically writing;
- ii. Collaborative assessment (perhaps based on the School Wide Write model) to be developed; and
- iii. Increase of celebration and acknowledgement of writing throughout the year, eg. Assemblies, PA announcements.

**Student Achievement Data:**

- 1. Foundational Skills Assessment (FSA) – Grade 4  
% of Students who demonstrate proficiency or are extending their skills in the following areas:

| Keating         | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|-----------------|---------|---------|---------|---------|
| <b>Reading</b>  |         |         |         |         |
| District:       | 86%     | 78%     | 79%     | 74%     |
| School:         | 87%     | 76%     | 68%     | 66%     |
| <b>Writing</b>  |         |         |         |         |
| District:       | 91%     | 86%     | 99%     | 86%     |
| School:         | 87%     | 87%     | 98%     | 79%     |
| <b>Numeracy</b> |         |         |         |         |
| District:       | 82%     | 75%     | 74%     | 71%     |
| School:         | 89%     | 77%     | 69%     | 84%     |

**School Goal Statement #2:** To implement mental wellness strategies to increase student resilience.

**1. Rationale:**

- a. Resilient learners have a positive mindset that allows them to think critically, solve problems and spring back when confronted with challenges, failures or roadblocks impeding progress on the path to successful learning.
- b. Teachers can regularly promote and teach strategies to develop resilience so that students have inner resources when they become frustrated and/or dysregulated.
- c. Mental wellness strategies are a critical component to having Resilience as it provides tools to apply when faced with BIG and overwhelming feelings.

**2. Strategies:**

**a. Taking Action:**

- i. Strengthen connection and belonging by focusing on the three staff identified pillars to continue to develop a school culture of Kindness, Growth Mindset, and strong relationships;
- ii. Directly teach and model strategies that contribute to the development of resilience (One possible resource to use: <https://phecanada.ca/programs> - Teach Resiliency is an online portal and community of practice offering teachers simple-to-use strategies and tools to assess resilience needs and provide resource to promote and enhance teacher and student mental health. Teach Resiliency is designed to develop, enhance and support teacher competencies.
- iii. Professional Development opportunities to support staff growth, understanding and repertoire of strategies that promote mental wellness and resilience (i.e. Julie-Anne Richards session, trauma-informed practice, EASE, monthly articles, opportunity for collaboration, etc.);
- iv. Adopt a mental Health Awareness Focus of the month and include a small component in assemblies – eg. October is healthy sleep habit month, hydration for brain power month, Participate in Mental Health Awareness Day. These components can be student led, or class led;
- v. Collaborate (consider including our Beacon Community Partners) to design a common assessment tool to assess the implementation of mental wellness and resilience strategies;
- vi. Develop ways to connect with PAC re: workshops/resources to support collective understanding and share resources and strategies; this is a perfect fit for the proposed Julie-Anne Richards workshop;
- vii. Explore ways to continue the expansion of green spaces on our playground (more trees, outdoor seating etc.); and
- viii. Incorporate core values and relationship strategies of the Education Enhancement Agreement.

**b. Checking/Results:**

- i. Students and Staff independently use the strategies taught without prompting (observation); and
- ii. Define 3-4 questions that could indicate growth in Resilience Strategies.