

Hanover School Division - Green Valley SCHOOL REPORT 2022/2023 & PLAN 2023/2024

- 1) Please use this template to complete your **2019/2020 School Report on Outcomes and 2020 to 2022 School Plan. Plans are due June 30th.**
- 2) Please rename the file - (school name)_2020_22_School_Plan

Possible Assessment Sources

Provincial Assessments

- ☐ Provincial Report Cards
- ☐ Grade 3 Literacy and Numeracy Assessments
- ☐ Grade 7 Student Engagement Assessments
- ☐ Grade 8 Writing Assessments
- ☐ Grade 12 ELA and Math Assessments

Divisional Assessments

- ☐ Grade 1-8 F & P Instructional Reading Levels
- ☐ Grade 10 ELA assessment
- ☐ Grade 11 Math Assessment

School Based Evidence

- ☐ K-6 Reading and Writing Continuums
- ☐ K-4 Numeracy Skills
- ☐ Teacher Observations
- ☐ Teacher-Student Conversations
- ☐ Student Portfolios
- ☐ Running Records
- ☐ Student Reflections

- 3) Information and links about school planning are available at <www.edu.gov.mb.ca/k12/ssdp/index.html>.
- 4) Once completed, please upload your report and plan to the shared [School reports](#) drive.

Other Sources of Evidence

- ☐ Deeper Learning Team Meetings
- ☐ School Incident data
- ☐ “Our School” Survey
- ☐ Manitoba Youth Health Survey
- ☐ Thought Exchange Survey
- ☐ PowerSchool Generated Reports
- ☐ Teacher conversations
- ☐ Collaborative Team Meetings
- ☐ Leadership Team Meetings
- ☐ Professional Learning Communities
- ☐ Parent-Teacher Conferences
- ☐ Other_____

Green Valley School SCHOOL REPORTING 2022/2023 and PLANNING 2023 - 2024

Identification		
Name of School Green Valley School	Name of Principal Angela Burtnack Schinkel	Date (yyyy/mm/dd) June 30, 2023
Schools Vision Statement (If Applicable):		
School Mission Statement: At Green Valley School all partners in education, including parents, students and staff, strive to create a safe, caring learning environment which promotes academic excellence while validating the uniqueness of the individual as a contributing member of the larger school community.		
School Belief Statements (If Applicable):		

School Profile (Complete the following using FTE as of Sept 30th.)		
Number of Teachers 32.5	Number of Students 467	Grade Levels 5-12
Current School Profile Information STRIVING FOR EXCELLENCE – At Green Valley School all partners in education including parents, students, and staff, strive to create a safe, caring learning environment which promotes academic excellence while validating the uniqueness of the individual as a contributing member of the larger social community GVS is a grade 5-12 school with 470 students, 33 teachers and 21 support staff. We teach a full academic program including French, Home Ec and Tech-Ed, and a variety of specialized courses. GVS is organized into a grades 5-8 middle years division. In grade 5 and 6, homeroom teachers teach all core subjects (ELA, Math, Science, Social), while students in grade 7 and 8 move as a class and have several teachers specializing to teach their core subjects. In senior years, grade 9-12 students have individualized timetables and attend classes taught by subject area specialists. GVS supports Visual and Performing Arts with grades 5-12 Art classes, Choir for grades 5,6 and 9-12, and Band for grades 7-12. GVS features a Physical Education program at all grades that includes full inter-school sports programming in Hanover School Division and MHSAA Zone 13 AA leagues. Intramurals for middle years and senior years are also a key part of our lunch hours: volleyball, basketball, floor hockey, and dodgeball. Staff also add their own teams to compete.		

SCHOOL REPORT - 2022/2023

School Planning Priorities
1. Green Valley School will enhance learning for all through numeracy and literacy initiatives, resulting in students becoming more powerful, confident, capable and articulate masters of their own learning.
2. Facilitate stronger cultures of learners with a strong emphasis on academic, social, emotional, and intellectual engagement through a focus on Deeper Learning.
3. Continue to facilitate with all learning partners to enhance and continue to strengthen a more inclusive and supportive school culture.

Previous Year's Successes: Please comment on successes and progress towards meeting previous school plan outcomes.	
Expected Outcomes	Results (status, data or anecdotal evidence). Please include data used, analysis of the data, and next steps.
Goal #1 Social Emotional: We will continue to support, enhance and implement social-emotional learning that encompasses our entire student body from grades 5-12. By June 2023 GVS will have a minimum of 10% improvement in attendance of at risk students, a 10% increase in social emotional SSP goals being met, and a 10% reduction in office referrals and Student Concerns form submissions.	<p>1.1 Connect with all students</p> <ul style="list-style-type: none"> Support team meetings happened regularly. This included the HSD social worker, guidance counselors, learning support, and admin. These meetings were used to discuss and plan for students that were at risk and ensure that no students were falling through the cracks. Guidance counselor connected with all students for academic and social emotional check-ins. There was no official list of at risk students; no data was collected on attendance Next step: We will continue these meetings. <p>1.2 Mental Health Awareness</p> <ul style="list-style-type: none"> Middle years worked through Thrival kits. There was positive feedback on this. Gr. 8 classes participated in the DBT lite classes taught by the divisional social workers. Next step: Mental health will continue to be a focus in all Health classes for all grades. <p>1.3 Meaningful Relationships</p> <ul style="list-style-type: none"> Teachers connected lots with students but tracking did not occur due to the significant drop in office referrals. Teachers noted social-emotional or academic concerns and these were discussed with the support team. Next step: We will continue to emphasize connecting with kids (as we always do) within the context of mental health. <p>1.4 Zones of Regulation</p> <ul style="list-style-type: none"> <u>Office referrals were not tracked.</u> Discipline issues were playground related, not class. Several gr. 5,6 teachers had a soft start to the day (quiet individualized work time) which created a calm environment in the class. Next step: Zones of Regulation resources have been purchased for the middle years to have a renewed focus on this. <p>1.5 Develop SSPs</p> <ul style="list-style-type: none"> SSPs were created for students and the goals were achieved. <ul style="list-style-type: none"> 100% success for the social/emotional goals.

	<p>This year we struggled with the social emotional goal and the measurement of it. While these various strategies were going on, we also used the Panorama Survey data and accompanying suggestions to improve our social emotional goals. We broke the Panorama data into four areas and each staff was given one of the areas to explore. The areas included: school culture, school climate, teacher/student relationships, and school belonging.</p> <p>The staff met as a group and discussed how they individually contribute to the area being studied (ex. Staff-student relationships). Each group presented at a different staff meeting and shared a variety of ways they contribute to school culture, engagement or relationships.</p> <p>In general our data increased in all the metrics except school safety. As a staff we feel this data reflects the shift that has taken place.</p>
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Goal #2 - Literacy is a school-wide focus. 90% of middle years students from grades 5-8 and identified senior years students will demonstrate a minimum of one year's growth (Fountas & Pinnell) in reading by June 2021.

2.1 Fountas and Pinnell

- F&P diagnostic tests were done in fall to assess the level at which students were entering the grade. F& P assessments were done in June to assess growth.
 - **71% of students showed at least one year's growth; the target was 80%. The average growth was 1.6 levels - this is over one year's growth.**

2.2 Targeted Reading Interventions

- Our literacy support time was reduced so we focussed on supporting gr. 5 and 6 students. This was successful for supporting students who were not at grade level and significant gains were achieved.

2.3 Direct Purposeful Teaching

- Teachers are using common language across the grades, providing direct purposeful teaching on the strategies with lots of opportunity to practice. This has resulted in more progress overall. Teachers were more comfortable with the strategies and are spending more time working with them. By designating strategies to specific grades, it was not overwhelming.
- Next step: We will continue to work on this throughout next year.

2.4 Collaborative Reading Assessment Teams

- Some work was started to strengthen these teams. Middle Years learning support teacher is becoming more familiar with the F&P assessments and is providing support as needed and able given her time constraints. We also brought in retired reading specialists to help with the assessments.

Goal #3 - Numeracy: By June 2023, 70% of students will be working at grade level in Mathematics as measured by 65% in gr. 7-12 and 3 or 4s in gr. 5,6.

Overall - 62.3% of our students were at grade level (66.8% (21-22), 56.6% (20-21))

- 61.3% of our Senior Year students had 65% or more (63.5% (21-22); 47.5% (20-21))
- 63.1% of our Middle Year students had 3 or 4s (69.4% (21-22), 65.8% (20-21))

3.1 MME

- Overall Mental Math scores was 88.2%. ‘20-21 was 88.8%; ‘19-20 was 48.5%.
- **Middle Years:** Last year teachers started discussing grade specific mental math strategies.
 - 90.3% MY Multiplication Facts at grade level.
 - This year, teachers continued to focus on these strategies. All middle years teachers were also involved in NAP.
- **Senior Years:** Teachers continued to focus on regular daily review and Desmos programs to reinforce facts.
 - 82% mental math results for grade 9s.

3.2 Foundations

- **Middle Years:** All gr. 5-8 continued their work with NAP. Teachers were generally on track and have reported they are completing more of the curriculum than before NAP.
- **GVS Knowledge Assessment**
 - We had some tech issues with students submitting their assessments. As a result we have several classes with incomplete data.
 - 70.6% of our students were at grade level
 - 62.6% (55.3%) of our students were at their previous grade level in September.
 - Overall average - 63.8% (79.6%, 64.5% previous years). Teachers have said these results align with what they are seeing with their NAP improvements.
 - (The Knowledge Assessment is a test that works through the various outcomes of gr. 1-8. In September it is administered by paper, marked by teachers so they get to know their kids. In June, it is done online and processed electronically.)
- Kuta Software was purchased for the Senior Years teachers that allowed them to build their own assignments.

3.3 Support

- Numeracy support was provided to students that struggled. A few students with diagnosed learning difficulties were supported through our numeracy teacher and Laura Masterson.

3.4 Practice

- **Middle Years:** The use of Mathletics (online math) continued as extra practice and support
- **Senior Years:**
 - Teachers are continuing to make the switch from textbook to printed handouts in order to increase the amount of practice being completed by students. This has continued to produce significantly more homework being completed.
 - Spiral teaching of concepts continued in gr. 9. This was effective in having students regularly review; this will continue for next year.
 - Pre-calc and Essential courses are using Desmos as means for immediate targetted feedback.
 - Kuta Software was purchased for the Senior Years teachers that allowed them to build their own assignments.
 - Homework completion continued to improve:

	<ul style="list-style-type: none">■ Gr. 9 Homework: 76%■ Gr. 10 Homework: 60% (EM)■ Gr. 11 Homework: 78% (AM), 61% (EM)■ Gr. 12 Applied 78% (AM) 77% (EM) <p>*Some of the increase in the Essentials completion is due to Pre-cal students also taking Essentials.</p>
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SCHOOL PLAN - 2020 - 2024

Hanover School Division Planning Priorities	
1. <i>Social-Emotional Learning:</i>	Hanover School Division will strive to create structures designed to help students understand the relationship between emotions and behaviors in relation to their own self-worth, academic achievement, well-being, and ability to learn how to self-regulate and connect with others.
2. <i>Learning Competencies with Curriculum Content:</i>	Hanover School Division will continue to focus on developing basic literacy and numeracy skills in all students. These are foundational for learning. We will use the eight learning competencies to enhance student learning in all core curricular areas.
3. <i>Learning Partnerships:</i>	Hanover School Division will continue to build the collective efficacy within all Hanover School Division staff who have direct contact with students.

School Planning Process - from 2019-2021
<p>List or describe factors that influenced your priorities.</p> <p>This school plan continues to be influenced by the interruption of learning due to COVID 19. Many students have social emotional challenges that have been exacerbated by the pandemic. This also affects their learning at school. SY teachers are noting a change in focus and motivation in the students during this time. Both MY and SY teachers are noting that students are behind. This is due to the changes in learning over these past few months. We have been tracking our literacy and numeracy numbers for several years and have noticed a significant drop in levels this year. However, as a school, we have a growing collective efficacy in meeting these needs.</p>
<p>Describe the planning process and the involvement of students, staff, families and the community.</p> <p>Who was involved?</p> <p>Admin started the planning process with general discussions about observations from last year, notes from this current year noting the challenges that students are facing. We developed our social emotional goal collaboratively through meeting with our school counselor and learning support teachers. We reviewed our previous year’s work and decided which goals should be kept as part of our on-going work this year. After several meetings we finalized the plan and presented it to the health teachers and the classroom teachers to show them their roles.</p> <p>The literacy goal was developed through meeting with literacy support teachers and our SY ELA teachers. The discussion focussed around developing a school-wide literacy plan that all teachers can work towards, regardless of grade level or content. Consultations with our MY teachers resulted in a MY plan for developing reading strategies for which each grade level would be responsible. Consultations with our SY and specialist teachers resulted in an understanding of their perceptions of the student’s reading needs. Additionally, they shared their current reading strategies. From this data we worked as a group deciding on a logical step forward. Our grade 5 teachers will focus on two reading strategies in which students become proficient. Our grade 6 teachers will introduce two more strategies building on the existing two strategies from grade five. The similar pattern follows for grade seven and eight. Senior years teachers have expressed how they have learned to access content without having students read because reading has been a hindrance for many. They have learned to make accommodations and adaptations for these students. Our senior years teachers are going to learn these strategies also and will</p>

work on reinforcing them as they increase the expectations for reading within their content area.

The numeracy goal evolved from several meetings between our MY numeracy teacher and our SY math teachers. After much discussion about the gaps that have resulted from remote learning, we decided to maintain the same goal of at least 70% of students at grade level. This is defined as having a grade 3 or 4 in middle years, or 65% in senior years. At the core our students are struggling in mental math, and have poor work habits. Our work is focussed on these two areas.

Describe how you identified what evidence to collect; what jumped out at you; what trends did you see; what did it tell you; and what are some next steps?

Social Emotional

2019-2020 On the return to school in fall we saw families that are struggling with socio economic hardships, substance abuse, domestic violence, and mental health. Other families are in a good place but the individual student may be struggling with mental health. Additionally, other students are struggling with the change in routines due to the pandemic. Our social emotional goal is intended to address the wide variety of needs in our building. Our strategies are intended to provide mental health support to all students as well as providing targeted support for those that need additional support.

2020-2021 Apart from attendance, no meaningful data was collected. We will need to be readjusting our goals for next year and possibly make use of the Panorama Survey data.

2021-2022 Our grit goal was established after viewing our Panorama Survey results. Staff saw the need for increased grit but wanted to create their own survey to focus on some trackable characteristics in their students. Using the panorama results, staff were broken into grade levels and created their own survey. Now that we have data that the staff can own, this survey will be used to track growth in this area and will become a larger focus in years to come.

2023-2024 Our Panorama survey results have improved through the work we started this year. We will continue to work in groups through the year and present at staff meetings. We are going to refocus our efforts on Zones of Regulation in the middle years. Additionally we will continue to provide the ono

Numeracy

2019-2020 From September 2019 to September 2020 there have been some noteworthy changes in our GVS Math Knowledge Assessment scores. In the midst of the interruptions due to remote learning in spring, we were able to still see an improvement in our scores. This is confirming that we are on the right track. Currently we have an average of 48% of students at grade level, at the beginning of the year. Through intentional work on reviewing math facts, increased practice and reinforcement, and integration of NAP we anticipate we will see an increase in scores at the end of the year when students are reassessed.

	September 2019 - Number of Correct Responses in Percent								
	Level gr.1	Level gr.2	Level gr.3	Level gr.4	Level gr.5	Level gr.6	Level gr.7	Level gr.8	Overall %
Grade 5s	92.3	76.3	51.1	29	19.8	15.8	5.4	2.3	36.5
Grade 6s	95	81.7	60.3	37.7	30.6	20.7	5.5	1.3	41.6
Grade 7s	98.2	85.7	74.6	52.7	46.4	35.4	12.6	4.6	51.3
Grade 8s	98.4	88.7	78.9	60.4	57.7	47.7	29.4	6.8	58.5

	September 2020 - Number of Correct Responses in Percent								
	Level gr.1	Level gr.2	Level gr.3	Level gr.4	Level gr.5	Level gr.6	Level gr.7	Level gr.8	Overall %
	97	79.6	54.1	31.2	14.7	14.3	2.8	0	36.7
	97.2	83.6	63.7	40.6	31.8	24	5.2	1.3	43.4
	97.6	86.8	71	43.7	41.4	27.5	5.8	1.5	46.9
	99.7	91.7	86.6	72.4	70.9	63.7	39.2	13.4	67.2

Year end grades were chosen as a measurement that all math teachers can work towards and can be measured by all grades. The indicators of mental math and homework checks are seen as the leading indicators. If we are achieving those measurements, our year end marks will also be met.

2020-2021 Our data indicates we are making significant progress. Teachers are becoming increasingly more confident with these goals. NAP has been effective, we will continue with this and expand it into our 5s,6s, and 9s. Teachers that focussed on mental math also saw significant progress in this area. Teachers see the effectiveness of the literacy reading strategies and we will transfer that approach to numeracy with grade level mental math strategies that build year on year. We will continue with our goals and build in these mental math strategies. To confirm our data and progress, we will continue to do September and June assessments.

	June 2021 - Number of Correct Responses in Percent									% at Gr. level
	Level gr.1	Level gr.2	Level gr.3	Level gr.4	Level gr.5	Level gr.6	Level gr.7	Level gr.8	Overall %	
Grade 5s	87.9	84.2	77.5	60.5	40.6	34.4	19.9	6.7	51.5	72.5%
Grade 6s	97.1	87.9	80.1	72.8	56.9	58.5	28.2	14.4	62	75.0%
Grade 7s	97	93	82.3	71	55.6	52	51.9	13.8	64.6	50.0%
Grade 8s	99.7	91.9	84.1	82	69.7	70.3	57.1	54.7	80	70.3%
									64.5%	67.0%

2021-2022 We will continue with a focus on mental math strategies. Last year it was introduced, this year we are expecting full implementation. Our middle year's teachers are all involved in NAP now. Our numeracy support teacher is working on supporting teachers also, not only students.

2023-2024 Our MY results dropped in the Knowledge and in the overall grades. We are going to be processing and discussing this change as a MY team. Additionally we are going to be making changes to our mental math assessment to increase the expectations - not only completion but within a 4 minute time frame. This is because we want to see students using recall to get the answer and not other strategies which take time.

We have changed some of our planning strategies due to our reduced funding. This has included dropping our Trans math course, Laura Masterson is no longer providing support, and our numeracy teacher's support time has been reduced. Fortunately, our teachers have a strong pedagogical foundation to continue to build on. We believe that we can continue to improve by implementing our mental math strategies, a focus on practice and reinforcement in senior years, and continued implementation of NAP.

Literacy

2019-2020 No year-end data was collected last year, June 2020. In comparing where students finished June 2018, many were at the same place in September 2020. For example, the average grade six student finished at letter T/U. These same students are starting grade eight with U. This is what teachers are seeing also; gains that happened last year were lost due to remote learning. Consequently we have kept our goal the same, but we are further from it now.

2020-2021 Significant progress was made with our reading scores - 86% of students moved at least two reading levels or one grade level, and the average movement of all students was 2.6 reading levels which translates into approximately 1.5 years of growth. Considering the low scores from previous years and this year's growth of 2.6 reading levels, we will continue with our goals. This is effective and staff see it also within their classes. There is an increasing collective efficacy that is transferring to the senior years; the mastery experiences are reinforcing for the middle years while acting as vicarious experiences for the senior years. Knowing the program's effectiveness we will expand this into our senior years.

2021-2022 We will continue to work with our middle years teachers teaching reading strategies. Our learning support teachers are also providing reading support. We are in the process of developing our senior years reading strategies with teachers. The strategies have been given to them; now we are working on supporting their work.

2023-2024 We will continue on with supporting our middle years teacher in teaching reading strategies. Our supports has been reduced due to limited staffing and we have adjusted our goals accordingly.

School Planning Priorities 2020 - 2024

Summary: Overall School Goals and Results

Goals Student Learning Goal	Data Source Title (Our School, Prov Data, etc)	Baseline	Year 1 Final June 2021 Results	Year 2 Final June 2022 Results	Year 3 Final June 2023 Results
1. Goal #1 - Social Emotional: By June 2024, GVS will have a 5 percentage point improvement in our Panorama Survey in Student Belonging					53% Student Belonging
2. Literacy is a school-wide focus. 90% of middle years students from grades 5-8 and identified senior years students will demonstrate a minimum of one year's growth (Fountas & Pinnell) in reading by June 2021.	F & P Teacher Reflections	September 2020 data will be used to measure growth	86% growth	67% growth	
3. By June 2022, 70% of students will be working at grade level in Mathematics as measured by 65% in gr. 7-12 and nominal scores of 3 or 4s in grade 5 and	Reports Cards GVS Math Knowledge Assessment MME Multiplication Facts and mental math assessments Homework metrics	June 2019 - data not considered useable Sept. 2020 - 47.8% ave. Sept. 2020 - 48.5% average Sept. 2020 68% (gr. 9s); 43% (gr. 11s)	56.6% June 2021 - 64.5% ave. June 2021 - 88.8% ave. 57%	67% 79% ave. June 2022 - 88.2% 61% Overall	71% Completion

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Goal #1 - Social Emotional: By June 2024, we will have a 5 percentage point improvement in our Panorama Survey in Student Belonging.

Goal	Strategies Specific approaches to reaching the goal	Responsible for Strategy Who on staff is responsible for strategy	Professional Learning Possibly needed to implement strategy	Resources/Budget
1.1	Connect with all the students in the SY/MY for a check-in on academics, social-emotional; Intentional interventions with students that are showing signs of struggling through attendance, behaviour, or self reporting	Counselors	Increase Care Team (Guidance, Learning Support Teachers, Recovery Teacher and School Leadership) meetings to better inform staff of student needs.	-
1.2	Middle Years students will work on mental health awareness through Project 11 and Thrival Kits; Senior Years students will work on mental health awareness in Health class with Southern Health partnerships and HSD mental health support team	Health Teachers, MY classroom teachers	New staff members will be enrolled in Project 11 Professional Development sessions. High School Physical Education teachers will meet and collaborate with Southern Health Professionals and AFM workers.	Thrival kits are ordered and teachers from grades 5-8 will be provided professional development time to implement the Thrival Kit material. Project 11 resources will be ordered and updated with the most recent materials
1.3	Teachers will build meaningful relationships with students based on interests. They will review class lists monthly to ensure all students are connected.	Classroom Teachers		Teachers will track and document personal interests that students share with them.
1.4	Middle Years teachers will continue to teach and implement Zones of Regulation within MY	Middle Years Teachers	-Professional Development sessions during our staff meetings will be dedicated time for teachers in grades 5-8 to meet and review program material.	Additional Zones of Regulations resources will be purchased to compliment and update current materials
1.5	Develop SSPs for students that have specific social-emotional needs	Learning Support Teachers	Regular LST meetings	
1.6	Staff will focus on various strategies based on the Panorama suggestions	All Staff		

Indicators Evidence of impact (not evidence of activity)?	Data Source Title (Our School, Prov Data)	Mid-Year Goal Review Anecdotal notes with supplementary quantitative data as needed	Baseline Measurement	Year 1 Goal June 2024	Year 1 Goal Results June 2024	Year 2 Goal June 2025	Year 1 Goal Results June 2025
1.1 Connect Increase in attendance and engagement in school for at-risk kids	Sept 2020 attendance from PowerSchool; Anecdotal Teacher student relationships Data School belonging data	Attendance check	-Our 'at-risk' students had 72% attendance	-At-Risk students are attending 82% of the time	88% attendance		89% attendance
1.2 Awareness All Students are aware of issues and able to identify sources for help	Teacher observations	Teacher Feedback		End of unit assessment - all students identify resources			
1.3 Meaningful relationships More student engagement in class and reduction in behaviour referrals to the office	*School Based Student Concerns Form submissions *Office referral list and teacher observations Teacher student relationships Data	Teacher Feedback	79 submissions last year Sept. to March 19th.	10% drop in referrals from last year; 70 submissions	144 submissions		46 submissions
1.4 Zones of Regulation Students are able to manage their emotions and impulses	-Office referral list and teacher observations -Teacher and support staff observations MY school safety data	Teacher Feedback	-incomplete quantifiable data was collected last year on office referrals; projected goal is based on estimated referrals from previous years	-100 office referrals for the year	No data		Not counted
1.5 Develop SSPs	-Clinician referrals, reset	Sampling of	- 75% of all social-emotional	-85% of all	64%		58% of SE

Students are actively engaged in academics and are able to self-regulate	room visits, conversations between stakeholders (guardians, teachers, LST, students, etc.)	feedback from stakeholders	regulation goals were met	social-emotional regulation goals as outlined in SSPs will be met	(note - due to poor attendance an IN was given and not included in the data)		SSPs were met
1.6 Strategies Focus							

Goal #2: Literacy is a school-wide focus. 90% of middle years students from grades 5-8 and identified senior years students will demonstrate a minimum of one year's growth (Fountas & Pinnell) in reading by June 2024.

Goal	Strategies Specific approaches to reaching the goal	Responsible for Strategy Who on staff is responsible for strategy	Professional Learning Possibly needed to implement strategy	Resources/Budget
2.1	Use Fountas and Pinnell diagnostic reading programs to determine baseline reading levels and reading progress	Middle Years Classroom Teachers and Nicky Little (SY)		
2.2	Provide targeted reading interventions for grade 5 to 9 students	Middle Years Classroom Teachers, Connie Epp, and Nicky Little		
2.3	Direct purposeful teaching reading strategies in every subject school wide •Teach students reading strategies for comprehending nonfiction texts (ex: textbooks) •Grade/content group focus on strategies •Use common language for strategies across grades •Build content specific vocabulary	All Teachers	School Based PD will inform and guide pedagogy related to teaching reading strategies and building subject area reading strategies - all classroom and support teachers will receive this PD	
2.4	Collaborative reading assessment teams (GVS literacy teacher, learning support teachers, classroom teacher, and class EA) assist students whose reading proficiency is low or not improving to determine actionable improvement strategies.	Literacy Teacher, Learning Support Teachers, MY and SY Classroom Teachers, and EAs	Train early career teachers and learning support teachers, and EAs in F&P and literacy strategies	

Indicators Evidence of impact (not evidence of activity)?	Data Source Title (Our School, Prov Data)	Mid-Year Goal Review Anecdotal notes with supplementary quantitative data as needed	Baseline Measurement	Year 1 Goal June 2021	Year 1 Results June 2021	Year 2 Goal June 2022	Year 2 Results June 2022	Year 3 Results June 2023
2.1 F & P Increased reading levels	F & P	Teacher reflection on the strategies being used	Sept 2020 F&P	85% 1 year growth	86% 1 year growth	90% 1 year growth	68.95% 1 Year growth	
2.2 Interventions Increased reading levels	F & P	Team meeting	Sept 2020 F&P					
2.3 Purposeful teaching Increased comprehension in reading content area	Teacher Reflection	-Teacher reflection on the strategies for which they are responsible -Mid Year Strategy Check for all strategies that have been taught (NewsELA leveled text)						
2.4 Reading Teams Students have programming supported by the team	Teacher Feedback based survey	Mid-year teacher survey						Teams are currently unable to exist due to decrease in staffing numbers

Goal #3 - Numeracy: By June 2024, 70% of students will be working at grade level in Mathematics as measured by 65% in gr. 7-12 and 3 or 4s in gr. 5,6.

Goal	Strategies Specific approaches to reaching the goal	Responsible for Strategy Who on staff is responsible for strategy	Professional Learning Possibly needed to implement strategy	Resources/Budget
3.1 - Math Facts recall, MME strategies	*Math facts practice *Mental Math Strategies with a focus for each grade	All Teachers	Mental Math Curriculum Doc PD	Mental Math Curriculum doc.
3.2 - Building Math foundations	*NAP - focus on foundational outcomes *spiral teaching of concepts or review throughout the year *foster math literacy - vocabulary terms	Gr. 7,8 teachers, AP, GD	Continued PD / collaboration with the HSD NAP cohorts	
3.3 - Adaptations and additional support/ teaching	*streaming gr. 9 math courses to target support *tutorial teachers - MY *SY teachers will work to ensure students are choosing best choice for SY streamed math	MF, AP, GD		
3.4 - Increase practice and reinforcement of grade level learning outcomes	*Mathletics - online practice resource *increasing amount of practice completed *showcase math in class, Kiosk TV, or bulletin boards	Middle Years Teachers, AP		continued subscriptions for SY Chromebooks

Indicators Evidence of impact (not evidence of activity)?	Data Source Title (Our School, Prov Data)	Mid-Year Goal Review Anecdotal notes with supplementary quantitative data as needed	Baseline Measurement	Year 1 Goal June 2021	Year 1 Results June 2021	Year 2 Goal June 2022	Year 2 Results June 2022	Year 3 Results June 2023
3.1 MME Students are able to do mental math proficiently	Sept estimation and mental math; mult. facts	Mid year/semester check on facts and strategy Comparison of T1 and T2 facts	Middle Years Fall MME assessment: Students at Gr. Level: 35.7% MY Multiplication Facts Recall at Gr. Level: 67.0% Gr. 9 Multiplication Facts Assessment - 63%	Middle Years MME assessment - 50% MY Multiplication Facts Recall at Grade Level: 75% Gr. 9 Multiplication Facts Assessment - 85%	No data 87.4% the classes that participated; incomplete data set 2nd sem. Moved from 43% to 68%	Middle Years MME assessment - 70% Multiplication Facts Recall at Grade Level: 85% Gr. 9 Multiplication Facts Assessment - 90%	No Data 88.2% Gr. 9, 83.5%	No Data Gr. 9, 82%
3.2 Foundations Students will have a strong foundational skill set and knowledge base	NAP Check ins, Foundational Quizzes, Prov CAR	NAP Foundational Quizzes	GVS Gr.1-8 Math Knowledge Assessment, Sept. 2020: MY avg % score: 47.8% Gr.7 avg score: 29.8% Gr.8 avg score: 28.2% Sept 2020 Students at Gr. Level (70%+): 47.8.1% Gr.5: 50.0% Gr.6: 51.5% Gr.7: 26.6% Gr.8: 56.3%	GVS Math Knowledge, June 2021: 20% increase score overall; 68% ave 60% of students at Grade Level by June 2021	16.7 % increase 64.5% overall 67% of students at grade level	GVS Math Knowledge, June 2022: 60% ave 70% of students at Grade Level by June 2021	GVS Math Knowledge, June 2022, 60.1% 79.6% at grade level, June 2022	

