

## St. Martins School SIP 2018 - 2021

### **Policy #1: To demonstrate improvement in student achievement in literacy (reading & writing).**

Aligned with Goal 3 of the *Ten Year Plan*.

Justification Statement: The 2016-17 Elementary Reading Assessment shows that 81% of the Grade Two students are reading at the appropriate level or above.

Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To teach & model CAFÉ strategies.	Teachers will use daily mini lessons to demonstrate outcomes.	Students will be familiar with using the strategies and know how to apply them.	2018-2021 Daily	Teachers.
To have flexible guided literacy groups.	Teachers will pull small groups of students to focus on targeted reading skills.	Reading levels will show improvement.	2018-2021	Teachers.
To give the students more time for speaking, listening and socializing.	Each classroom will have 20-30 minutes each day for students to talk purposefully and for teachers to interact and assess.	The teachers will be able to more easily assess the speaking and listening outcomes.	2018-19	Principal, Teacher.
To teach & model the Write Trait Skills.	Thoughtful mini lessons will be used from: Lucy Caulkins, Trait Crates & Write Traits	Principal will see evidence of teaching and modelling the skills.	2018-2021 Daily	Teachers.
To teach the different genres of writing.	K-2 students are exposed to the genres. 3-5 students write the genres.	Students will be more familiar with the genres as the years progress.	2018-2021 Monthly	Teachers.
To have teachers and students set goals and assess them together.	Student & teacher conference with selected pieces of writing.	Students will have a better understanding of how to improve their work.	2018-2021 Weekly/Monthly	Teachers.
To use formative assessment as	Teachers will document using checklists, anecdotal notes and spreadsheets.	Teachers will have notes to assess with and to show progress of each student.	2018-2021 Daily	Principal, Teachers.

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part of daily practice.	During PLC, teachers will commonly assess pieces of writing based on provincial standards.			
<p><b>Policy #2: To demonstrate improvement in student achievement in math.</b>          Aligned with Goal 4 of the Ten Year Plan.</p> <p>Justification Statement: Our benchmark assessment results show that students require more work on mental math addition/subtraction strategies and adding and subtracting word problems.</p>				
To have the students perform better in mental math.	Students will practice using mental math weekly and be aware of several strategies.  Math Running Records will be used to group students for guided instruction.	The success rate will increase on selected math benchmark questions will be evident.	2018-2021 Weekly	Teachers, Math Coach.
To make the students aware of math language and proper uses.	The math language will be part of the math word wall in each classroom. Teachers will reference and demonstrate each term and then show it in math examples.	Students will be familiar with language and be able to recognize and apply it.	2018-2021	Teachers, Math Coach.
To improve students' ability to work with written math problems.	- mini lessons on a weekly basis of written math problems and have the students become aware of how to solve them. - Math Journals and Math Problems of the Day will be used.	The success rate increase on selected math benchmark question will be evident.	2018-2021 Weekly	Teachers, Math Coach.

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<p><b>Policy # 3 - Ensure all learners value diversity and have a strong sense of belonging.</b>            Aligned with Goal #1 of the Ten Year Plan.</p> <p>Justification Statement: Students need to see the relevance of their learning to the real world and feel connected to it. All students need to be included in all aspects of school life.</p>				
For students to see the application of learning to the real world.	<ul style="list-style-type: none"> <li>- to have French experiences, ie, CAFÉ session and cultural nights where the students speak French to their parents and other students.</li> <li>- to have students use STEM activities to explore relatedness to the greater world.</li> <li>- to have the students experience real life situation during their purposeful play time each day, ie, career centres.</li> </ul>	<p>Students will speak and communicate in French.</p> <p>Students will be better problem solvers and more creative.</p> <p>Students get to play in a different role each day and the teacher can assess their oral language.</p>	2018-2021	French Teacher, Principal, Teachers.
To ensure special needs students are a part of school life in every way.	<ul style="list-style-type: none"> <li>- to ensure PLPs are up to date and the needs social and academic needs of the students are met.</li> </ul>	PLPs are monitored at least twice a year and goals are adjusted as needed.	2018-2021	Principal, ESS-R, Teacher.
<p><b>Policy # 4 - Ensure all pre-school children develop the competencies they need to be successful in school and in life.</b>            Aligned with Goal # 2 of the Ten Year Plan.</p> <p>Justification Statement: Local children need more opportunities to experience school-life and socialize with other children.</p>				
To provide opportunities for pre-school children to experience the school life.	<ul style="list-style-type: none"> <li>- invite children in for Kindergarten events.</li> <li>- have F.A.C.E. operate a drop in playgroup twice a year.</li> </ul>	Pre-school students will arrive to school with familiar skills in writing, listening, sharing and language.	2018-2021	Principal, K teacher, FACE coordinator.

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	- Pre-K students are invited back in May/June for an extra session before school starts.			
<p><b>Policy #5: To foster a positive working &amp; learning environment (PWLEP).</b>          Aligned with Goal # 7 of the Ten Year Plan.</p> <p>Justification Statement: Everyone has the right to work and to learn in a safe and welcoming environment. From our TTFM 2017-18 surveys the students reported bullying and feeling safe are concerns for them.</p>				
To have students know the difference between conflict & bullying and to know how each problem can be approached.	The students are shown the difference between conflict and bullying through daily announcements, school-wide assemblies focussing on the WITS Program and the school's Code of Conduct.	There will be fewer recorded incidents in PowerSchool.	2018-2021	Principal, Teachers, Guidance.
To acknowledge student work.	Students' work - is displayed on the Wall of Fame. - is shown around the school on display boards. - Teachers send home pictures via social media. - is showcased in the community.	Positive comments from parents and students indicate pride. Better home-school communication.	2018-2021	Teachers.
To recognize individual student success.	Teachers will recognize students with positive comments on their Mariner Pride Boards.  Students are given Celebrate Cards for achievement that go	Positive comments from other students and parents indicate pride in the school.	2018-2021	Principal, Teachers.

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	home to parents. A small poster will be displayed in the school.			
To promote pro-social behaviour for the students.	During Mariner Time the students will explore some aspect of the WITS Program and how it can benefit them. The school's guidance counsellor will work with classes on positive self-image, managing emotions and building emotional skills. Zone of Regulation is used in classes for students to recognize how to manage their emotions.	Students will be familiar and use their WITS in all areas of the school.	2018-2021	Principal, Guidance.
To have wellness promoted amongst the staff.	- staff birthdays are celebrated - each month a staff member provides a snack.		2018-2021	Staff.