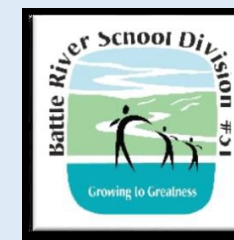




School Combined School AERR/Three Year Plan  
2018-2019

**École Sifton School**

**Be Safe, Be Respectful, Be Responsible  
Soyez Prudent, Soyez Respectueux, Soyez Responsable**



“Every Student, Every Day, A Success!”

Our “Everyday 4” Focus	Goals:	Strategies:	Data:	Evidence:	Budget Connection (amount and description):
<b>Welcoming and Caring</b>	<ul style="list-style-type: none"> <li>● Increased awareness and understanding of FNMI for both staff and students</li> <li>● Decrease student sense of anxiety and bolster student resilience</li> <li>● Greater development of one school rather than a English and French Immersion School</li> <li>● Support for students at risk</li> </ul>	<ul style="list-style-type: none"> <li>➢ Use of data from FNMI to drive staff inservices and focus</li> <li>➢ R.O.A.R. !!!</li> <li>➢ Common activities such as options classes and R.O.A.R.!!!</li> <li>➢ Leadership council for students</li> <li>➢ Mental Health Capacity Building programming cycle</li> <li>➢ Field trips and sporting events</li> <li>➢ Guest speakers</li> <li>➢ Use of morning announcements to enhance FNMI information</li> <li>➢ Display related to FNMI</li> <li>➢ IPP “recipe” cards</li> </ul>	<ul style="list-style-type: none"> <li>➢ Staff and parent feedback</li> <li>➢ APORI (Accountability Pillars - Alberta Education)</li> <li>➢ Gr. 4-5 classroom visits and qualitative data</li> <li>➢ Maplewood - students identified as FNMI</li> </ul>	<ul style="list-style-type: none"> <li>➢ A variety of classes and clubs to ensure all students are included</li> <li>➢ Gr. 4-5 classroom visits shared with staff and a response developed</li> <li>➢ R.O.A.R. - culture of success</li> <li>➢ APORI results in the yellow, green or blue categories</li> </ul>	<ul style="list-style-type: none"> <li>➢ Leadership council of students is supported by SGF in the amount of \$500</li> <li>➢ BRSD FNMI department for resources to put in the display and development of PD</li> <li>➢ FNMI students part of the Students’ Voice and Leadership Group</li> </ul>
<p>Success Stories: : IPP cue cards to support student learning, FNMI Bulletin Board, Carnaval/Metis, R.O.A.R. mantra embedded in the school culture, Christmas Concert, embedding FNMI culture in what we do daily, development of school ROAR, carolling, recognition of FNMI on announcements, assemblies, and special presentations.</p>					
<b>Literacy</b>	<ul style="list-style-type: none"> <li>● Improve student learning in English and French reading and writing by increasing their reading and writing by one grade level</li> </ul>	<ul style="list-style-type: none"> <li>➢ Sprints</li> <li>➢ feedback development in teaching methodologies</li> <li>➢ Literacy Learning Initiative</li> <li>➢ Literacy Links</li> <li>➢ Options Class</li> </ul>	<ul style="list-style-type: none"> <li>➢ Hattie data concerning feedback</li> <li>➢ DORA</li> <li>➢ BAS</li> </ul>	<ul style="list-style-type: none"> <li>➢ Increased success of students that have been flagged</li> <li>➢ Use of spring data and what improvements it shows</li> <li>➢ Use of next year’s data and the gains made by students</li> </ul>	<ul style="list-style-type: none"> <li>➢ Use of fte resources as allocated by central office</li> <li>➢ Teacher FTE for ELI</li> <li>➢ EA time for Literacy Links</li> </ul>
<p>Success Stories: Reading buddies, Literacy Links and ELI, common literacy language development for each grade, Literacy Week, Comic Book Fair, increase in book circulation with library redesign, common language use by staff</p>					
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>● Improve student numeracy in English and</li> </ul>	<ul style="list-style-type: none"> <li>➢ Options Class</li> <li>➢ Sprints - Agile Schools</li> </ul>	<ul style="list-style-type: none"> <li>➢ MIPI</li> <li>➢ Hattie data concerning feedback</li> </ul>	<ul style="list-style-type: none"> <li>➢ Completion of MIPI testing and use of data for strategizing approaches to improve student</li> </ul>	<ul style="list-style-type: none"> <li>➢ Various testing and training is supported by BRSD - math cohort</li> </ul>

	French by one grade level		➤ Teacher observations/assessments	learning and the implementation of these strategies ➤ Assigned time for collaboration during PD and Collaboration Days	
Success Stories: Data from MIPI has directed and focused math lesson planning, strategizing and the Sprints that will be offered. Use of Hattie research for improving learning at ESS.					
<b>Teaching and Learning (21<sup>st</sup> Century)</b>	<ul style="list-style-type: none"> <li>• Staff will increase their effectiveness in the classroom with learning</li> <li>• Increased effectiveness of addressing individual student needs</li> <li>• Collaboration Response Model implementation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher Sprints</li> <li>➤ Teacher feedback classroom visits</li> </ul>	<ul style="list-style-type: none"> <li>➤ MIPI</li> <li>➤ DORA</li> <li>➤ BAS</li> <li>➤ EYE</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of Agile Schools cycles</li> <li>➤ Use of school data to strategize on how to improve student learning and the implementation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Peer class visits based on fte budget support</li> </ul>
Success Stories: Use of Sprints to reteach those concepts students lack or are weak in, deeper understanding by teachers and the “know thy impact” as a means to improve teaching. Use of school data to drive change and strategies.					