

J.M. Young School - SCHOOL PLANNING for 2018 / 2019

Identification			
Name of School Division Beautiful Plains School Division	Name of School J.M. Young School	Name of Principal Mrs. Patricia James	Date (yyyy/mm/dd) 2018/10/18

School Profile <small>(Complete the following using FTE as of Sept 30th.)</small>			
Number of Teachers 2.875	Number of Students 40	Grade Levels Kindergarten to Grade 8	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No?
What is your mission statement? J.M. Young School believes that our mission is to provide a quality educational community to all students with consideration given to individual needs, enabling each student to develop to his/her fullest potential.			Year Revised 2018

SCHOOL PLAN for 2018 / 2019

Planning Process
List or describe factors that influenced your priorities. Divisional priorities and provincial priorities
Describe the planning process and the involvement of students, staff, families and the community. Who was involved? The school plan is a topic at staff meetings three times per year. We have on-going discussions as to whether we are meeting our goals. Parent council is made aware of our goals at meetings.
How often did you meet? As a staff, we discuss the school plan at least three times per year.
What data was used? School Fountas and Pinnel records, provincial results, divisional data on reading, daily observations, math summative assessment
Other highlights?

School Priorities
1. To build and improve student comprehension skills and abilities.
2. To build recall of basic math facts and build number sense.

School Plan

Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
1. To build and improve student comprehension skills and abilities.	<ul style="list-style-type: none"> - direct instruction of key vocabulary in all subject areas -implementing the Optimal Learning Model from grade group sessions - Encourage independent and home reading - Classroom instruction/explanation and using questioning assignments that focus on “within/beyond/about” the text - Instruction/explanation to help students become familiar with the language of text (mood/theme) - Peer tutor program: older students read with younger students three times per cycle - Using a variety of text – fiction and non-fiction - Daily literacy instruction for a minimum of 105/90 minutes. - Using technology to support literacy (RAZ kids) 	<ul style="list-style-type: none"> -progress through reading levels over time - Observation of students using language to explain ideas “within/beyond/about” the text - use of key vocabulary in various subject areas 	<ul style="list-style-type: none"> -Fountas and Pinnel testing - Provincial Assessments - anecdotal records
2. To build and improve recall of basic math facts and number sense.	<ul style="list-style-type: none"> -Using technology to support numeracy (Reflex math/ Mathletics) - Direct instruction of math strategies (doubles/near doubles/compensation) - Math games/activities/timed tests - Participation in Grade 6 Cohort 2 mrLC–using foundational outcomes - Participation in mrLC –place value - Daily numeracy instruction for a minimum of 45 minutes. 	<ul style="list-style-type: none"> - students will use math fact strategies - Students will be able to explain a strategy to solve a given equation - Individual improvement over time on timed tests - Higher retention of known facts on Reflex math program 	<ul style="list-style-type: none"> - observation of daily math skills - Timed test for math facts - Baseline data for gr. 6 summative assessment