

School Name:	Sandowne
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Section 1 – Our Context

Sandowne Elementary is an active, vibrant, and diverse learning community of 250 wonderful students and 40 exceptional staff members. At Sandowne we value our safe, caring and positive environment of mutual respect and support. Sandowne is dedicated to offering a quality, balanced program. Students will have the opportunity to develop an appreciation of and a desire for life-long learning. Students at Sandowne will practice the skills necessary for success in a changing world requiring communication, problem solving, tolerance and flexibility. Each student is encouraged to reach his/her maximum intellectual and personal growth and potential. Initial feedback from staff highlighted several desired focus areas including academic proficiency, resilience, and safety at school. This student achievement plan has been developed with continuous consultation with staff. Our intention is that this Student Achievement Plan will evolve over time as we continue to provide opportunities for feedback from both staff and students. We value the contributions of our school community and we know that if this document is going to be meaningful, it must be created collaboratively. We look forward to diving deeper with our community as we develop a fulsome representation of our collaborative plan. Over time, we hope to weave in assessment. Since April 2024, we have been focused on embedding competencies into our long and short term planning, our assessment practices, and our reporting. Significant growth has been evident in our year plans, our lesson planning, our assessments and our reporting. As a result, it is our intention to weave this into our plan.
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Section 2 – School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in Honouring Indigenous World Views and Perspectives.		
Part 1: What would we observe students doing and demonstrating?	S1	Students interact with Indigenous Knowledge Keepers to learn history, values, and culture through story, music, and art.
	S2	Students will be engaging with learning opportunities that involve acknowledgement of land and all that it provides.
	S3	Students engage in diverse learning opportunities that meet their individual needs. This is in connection to the First People's Principles of learning: Learning which requires the exploration of one's identity.

Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Creating space for community involvement by welcoming Indigenous community members into their classroom and school. Taking advantage of school-wide cultural opportunities and continuing this learning in their own classrooms.
	E2	Educators will plan place-based lessons with a connection to nature. Lessons take place outside, encouraging students to observe the environment and develop respect for the land and water. (Forest, beach, and garden)
	E3	Educators will honour and celebrate individual growth and learning journeys. Educators plan activities that nurture all aspects of individual students, personal development. Educators will provide space for reflection mindfulness, respecting multiple ways of knowing and in turn honouring diversity and inclusivity.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Students will be able to share and retell the stories they have learned from Knowledge Keepers to their classmates, teachers, and families. Students will be able to discuss the significance of Indigenous art, song, dance, and language.
	T2	Students would be able to identify the Indigenous connection to land and the connection to our local environment. Students will be active in their nearby forest and garden and recognize the importance of the local environment.
	T3	Students will be involved in collaborative and social learning activities that meet the needs of the individual learner.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Collaborating with Indigenous Elders and Knowledge Keepers and creating spaces for community involvement at Sandowne. Applying for Honouring Indigenous World Views grant Apply for Art Start Grant. Organizing the Metis Association lessons
	L2	Organizing Indigenous and Metis learning opportunities for students related to Indigenous Ways of knowing in connection to nature and the land. Supporting lessons in the school garden Supporting Professional Development related to the land
	L3	Set high expectations for an inclusive school by modelling inclusive practice Encouraging interdisciplinary teaching. Model reflective practice and provide time and resources that support diversity and inclusivity. Provide time and space to support teachers

Bracketing Our Work – Our Leadership Impact Statement:

“If we...(insert leadership team actions, professional learning actions, calendar, timelines)...

- Click or tap here to enter text.
- Click or tap here to enter text.

Then we will observe...

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Educators (leading indicators):

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- Click or tap here to enter text.

Tasks/Assessments (leading indicators):

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- Click or tap here to enter text.

Students (lagging indicators):

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And our data/evidence (lagging indicators) will show...”

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Goal # 1 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	Click or tap here to enter text.
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Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

In order to ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following. **Note:** *What are your checkpoints? What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-on with teams, protocols you will use (i.e., 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in)*

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School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in Student Centered Learning Environments. Students demonstrate resilience, grit, social intelligence and safety at school.		
Part 1: What would we observe students doing and demonstrating?	S1	Self-regulation – We would see students practicing the learned skills to be able to cope with anxious thoughts and feelings. Using positive self-talk, breathing exercises, and breaks to reframe situations and behave safely at school. Finding a trusted adults when students need support with complex emotions or situations.
	S2	Resilience – We would see students demonstrating healthy ways to manage challenges and stress. We would see students taking breaks, exercising, breaking large tasks into smaller steps, or journaling. Students would ask for help when they need it instead of giving up. Students would learn to focus on what is going well, allowing them to persevere.
	S3	Problem-solving and communication – We would see students working collaboratively with friends to seek safe solutions. We would see students use their WITS, practice Tough Talks, and seeking support when they need it.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Explicit teaching around strategies to build resilience. Zones of Regulation, EASE, Second Step, and size of the problem. Educators will be modelling resilient behaviour – co-regulation. Educators will be engaging students in reflectin activities to identify what works and what doesn't. Fostering metacognition by asking questions like, “How did you feel during that challeng? What could you do differently next time?” Educators would help students recognize personal strengths they can rely on during difficult times.
	E2	Educators would be cultivating a growth mindset in their classrooms by encouraging students to view challenges as opportunities for learning, providing feedback and assessment that focuses on effort and progress, not just outcomes Educators would be teaching students that intelligence and abilities can improve through practice and persistence. Educators would actively celebrating diversity in the classroom.
	E3	Educators would guide students through problem solving strategies for academic and personal challenges. Provide tools for managing problems, such as mindfulness excercises or journaling. Help students reframe negative thoughts to debvelop optimisticm thinking patterns.

		Explicitly teaching responsible decision making – Use SEL curricula to explore appropriate pathways.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Minfullness activities, identifying feelings, breathing and body breaks,
	T2	We would see teachings about how to reframe thinking from negative to positive. Role playing and explicit examples. Some personal connections and celebrating achievements.
	T3	We would see students exploring information and examples. Brainstorming creative ways to solve problems. We would see students having Tough Talks. Size of the problem.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Professional development opportunities, modelling, providing release time for teachers to work on building capacity. Providing resources Establishing common school language and expectations
	L2	Professional development – experts to guide learning – counsellors and ycw and SEL coordinator – modeling and providing release time for ProD. Resources. Encouraging common school language and expectations.
	L3	Modelling - We would see leaders supporting teachers with difficult conversations with students, colleagues, and families. Systems - Leaders would facilitate the access to school support systems which include Challenging Student Behaviour Reports, SBT, school-based behaviour tracking sheets, the inclusive education team, and itinerant support team. School based office referral forms – way to track and support patterns of behaviours and address them Leaders – plan assemblies that will explicitly teach problem solving skills Professional Development – low arousal

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School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in Evolving for Tomorrow – Students at Sandowne will improve their literacy and numeracy skills.		
Part 1: What would we observe students doing and demonstrating?	S1	Students are able to read fluently at grade level. Students are able to demonstrate comprehension in a variety of ways. Students are improving their fluency to the best of their ability.
	S2	Students will be demonstrating basic Math proficiency. Students will be showing their learning in a variety of ways. Students will be improving their proficiency to the best of their ability.
	S3	Students will be demonstrating confidence and engagement in learning activities that are at their level. Students would be demonstrating understanding in a variety of ways.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Educators will be providing Tier 1, 2, and 3 instruction. Using data to guide literacy instruction and planning. DIBELS, Press, Qualitative Spelling Inventory, observations, FSA results, school wide writes, classroom assignments, and conferencing.
	E2	Would be providing diversified learning opportunities. Providing Tier 1, 2 and 3 lessons to support students. Providing extension opportunities for students to stretch their thinking. Providing opportunities for students to demonstrate their learning in a variety of ways.
	E3	Educators would use data to create groups of Tier 1, 2, and 3 which will allow for meaningful targeted intervention. Inquiry based learning classroom. Programs that meet the individual needs of each student.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Daily 6 minute solutions. Daily choice reading. Comprehension tasks about what they have read. Targeted reading intervention groups. Sharing orally or in writing, their understanding about what they have read.
	T2	Answering math questions at grade level. Number Talks Solving real life math problems. Solving problems in more than one way.
	T3	Individualized projects/assignments that challenge students to go beyond their current level of thinking. Tier 1 Hggerty, Fly Leaf, 6 minute solutions, lessons based around Science of Reading Data will identify Tier 1, 2, 3 Students would be able to talk about their learning.

Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Ensuring that school has literacy resources. Professional development offerings Applying for Strategic Priorities money to support literacy at Sandowne Working closely with our Literacy Coordinator
	L2	Ensuring that school has numeracy resources. Professional development offerings. Carole Fullerton Working closely with our Numeracy Coordinator
	L3	Release time collab time collaborative opportunities. Ensuring that individual needs of students are being met. Celebrating diversity and unique learning styles – modelling inclusivity

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