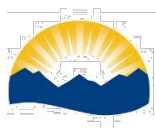




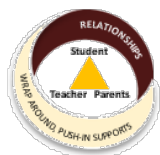
Marie Sharpe Elementary



Ministry of Education Framework: A shared commitment to **improve** student success, equity and inclusivity of learning **outcomes for all students** with a particular focus on Indigenous students, children and youth in care, and students with disabilities and diverse abilities.



District Plan for Learner Success: School Plans for Learner Success are aligned with the goals and focus areas for improvement of the District plan. Unique priorities, needs, and strengths of the school community are reflected in the school-specific plans.



SD 27 Framework for Collective Responsibility: support for students is the responsibility of everyone in the District. It is guided by a framework which includes common information, effective team structures and processes, strategic responses, and collaborative relationships.



Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

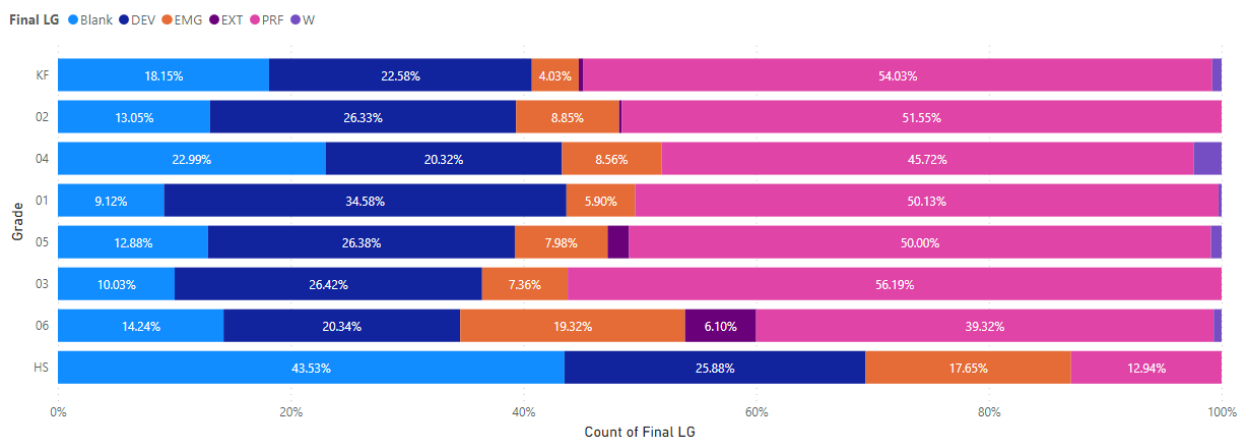
Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level

2021-2022 Results:

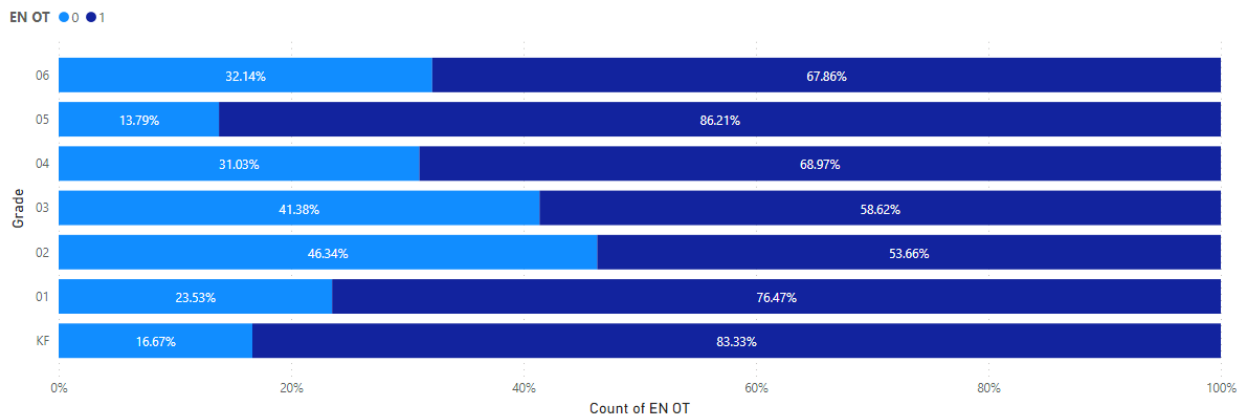
- Percentage of students meeting or exceeding literacy expectations:

Percent Passing



[Open in Power BI](#)

On Track EN - Percent Passing



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2022-2023 Goals and Focus Areas:

- 75% of students in all grades are ON Track by the end of the 2022-2023 school year

Strategies and Structures:

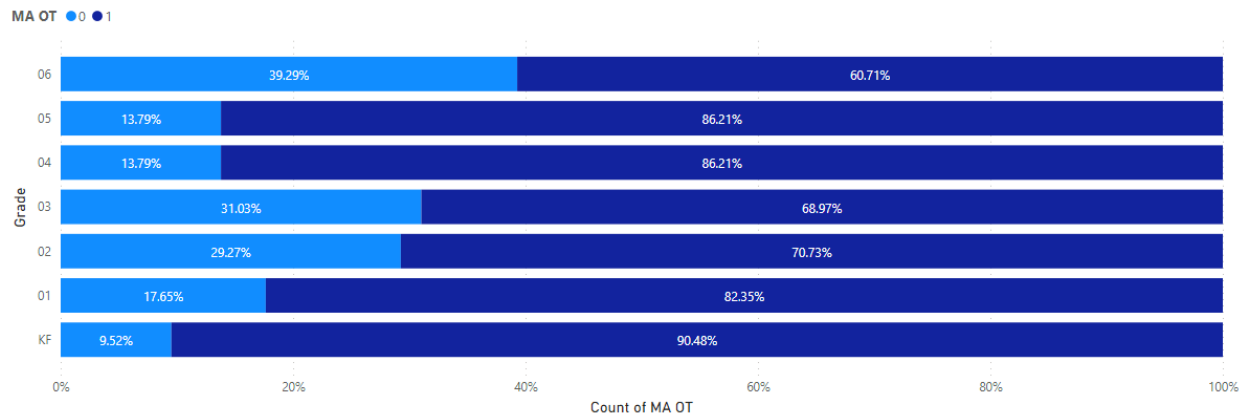
- Actions for Enhancing Student Learning and Experience
 - Targeted Literacy Instruction in the Classroom with the support of Jana Prokes. Teachers will be team teaching and moving students throughout the building, so they are working in skill specific groupings. Students will be continually assessed and move through groups as needed so that specific needs can be targeted.
 - Weaving explicit reading and writing instruction into all academic subjects
 - Using DART/EPRA and SWW data to drive instruction: staff will work as a team to locate skills that need to be targeted and plan for instruction each term. Data will be used to target content and competencies that need to be focused on each term.
 - Target the lowest readers and provide them with phonemic awareness instruction
- Actions for Enhancing Staff Capacity & Learning
 - Use of our helping teacher Jana Prokes to build literacy instruction capacity.
 - Using parts of each staff meeting to learn about how to use assessment data to drive instruction.
 - Regular collaboration about literacy instruction and the sequential attainment of literacy skills

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level

2021-2022 Results:

- Percentage of students meeting or exceeding numeracy expectations:

On Track MA - Percent Passing



[Open in Power BI](#)

2022-2023 Goals and Focus Areas:

- 80% of students in all grade with be ON Track by the end of the 2022-2023 school year

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Using assessment to drive instruction (Carolle Fullerton assessment tool)
 - Teachers will dive into the curriculum to ensure all students have access points to grade level concepts
 - Scheduled LST time during math
- Actions for Enhancing Staff Capacity & Learning
 - Math collaboration led by Kaarina Fitchner
 - Staff to attend Carolle Fullerton's learning series
 - Learning around the use of Carolle Fullerton's math assessment tool

Human and Social Development

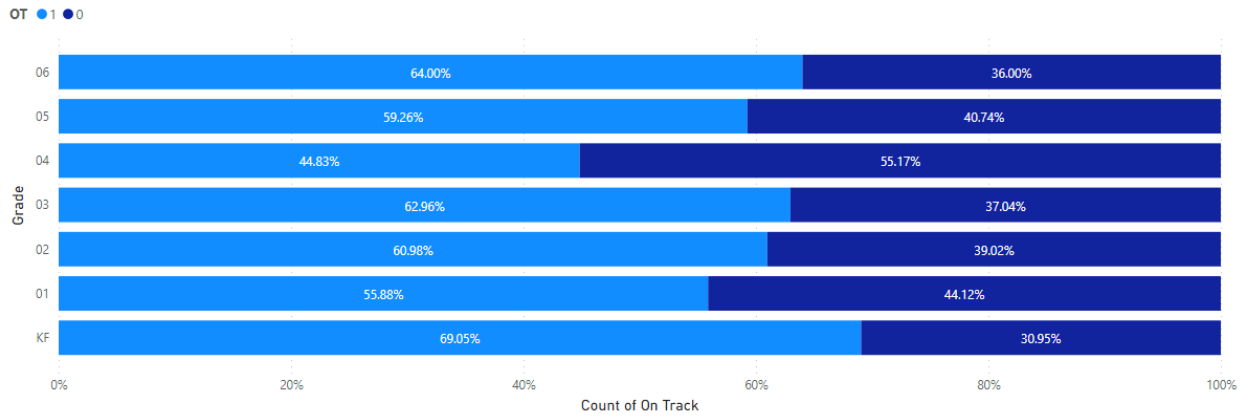
Educational Outcome 3: Students will feel welcome, safe and connected to their school

3.1 Attendance

2021-2022 Results:

- Percentage of students attending 80% or greater end of June 2020:

Percent On Track (Attending 80% or Greater)



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2022-2023 Goals and Focus Areas:

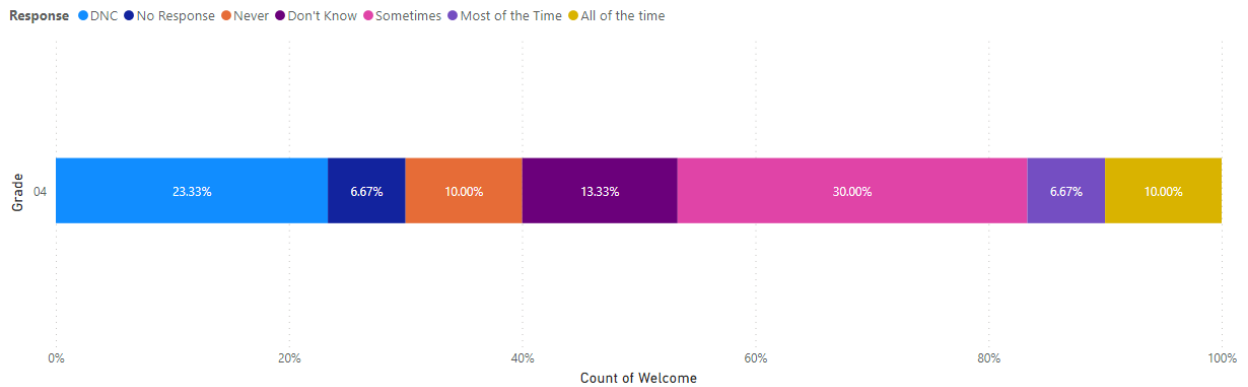
- 100% of students attending 80% or greater end of June 2021
- Staff will commit to connecting with families after 2 unexplained absences

3.2 Connection to School

2021-2022 Results

Percentage of students in grades 4, 7, 10 who report feeling welcome in their school during 2021-2022

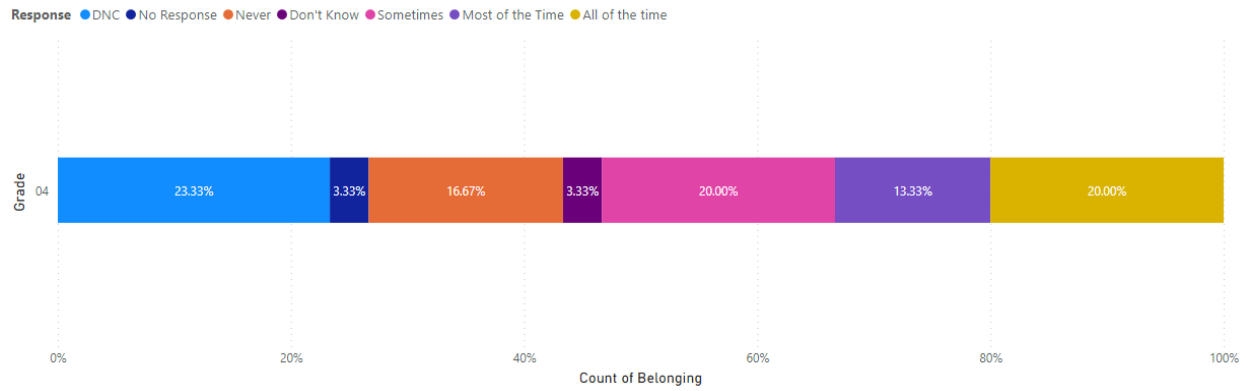
Feeling Welcome At School



[Open in Power BI](#)

- Percentage of students in grades 4, 7, 10 who report having a sense of belonging in their school during 2021-2022:

Sense of Belonging



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Goals and Focus Areas

- All students will feel welcome in the school most of the time or all of the time
- All students will feel a sense of belonging most of the time or all the time

Strategies and Structures

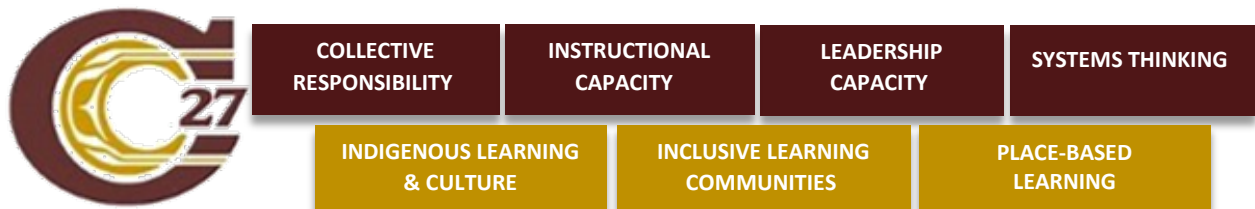
- Actions for Enhancing Student Learning and Experience
 - Staff will meet classes at the door at the bell time and welcome each student personally
 - Support Staff/LSTs will use a push-in model as much as possible to provide support
- Actions for Enhancing Staff Capacity & Learning
 - Staff meeting time will be devoted to learning about trauma informed practice (versus trauma excused practice)

Career Development

Educational Outcome 4: Students will have the core competencies to achieve their career and life goals

- Staff will integrate core competency vocabulary into teaching of all curricular areas.
- Teachers will engage in hands-on learning activities with their classes that focus on single core competencies (ie cooking programs, STEM projects, outdoor learning, builders club, lunch clubs)

Other Focus Area(s) Aligned with District Plan for Learner Success



Inclusive Learning Communities

Inclusive Learning Communities: At Marie Sharpe, we are committed to learning about what inclusivity really means and how we can better support that. We are focused on developing connections and relationships with all of our learners this year and providing a welcoming space INSIDE each of their classrooms.

School Team Planning Cycle

January 7th – staff meeting

April 12 – staff meeting

June 7 – staff meeting

Glossary

LST – learning support teacher

