



# Learning Improvement Plan

## 2015-2016

### April Report to Families

#### Goal 1:

**By June 2016, 80% of grade 1-8 Stewart Nicks School students will be reading at or above grade-level as measured by Fountas and Pinnell. By June 2016, 100% of those students on individualized education plans will demonstrate at least 1 level of growth in the area of reading comprehension as measured by Fountas and Pinnell.**

#### Where are we now?

<p>As of June 2015, 77% of grade 1-8 Stewart Nicks School students were reading at developmentally appropriate levels as measured by Fountas &amp; Pinnell.</p> <p>Grade 1 = 100 %      Grade 5 = 78%          Grade 2 = 90%      Grade 6 = 73%          Grade 3 = 78%      Grade 7 = 63%          Grade 4 = 75%      Grade 8 = 64%</p>	<p>As of November 2015, 69 % of Stewart Nicks School students were reading at developmentally appropriate levels for this point in the school year as measured by Fountas &amp; Pinnell</p> <p>Grade 1 = 80%      Grade 5 = 64%          Grade 2 = 100%      Grade 6 = 78%          Grade 3 = 67%      Grade 7 = 43%          Grade 4 = 60%      Grade 8 = 63%</p>
<p>As of March 2016, 65 % of Stewart Nicks School students are reading at developmentally appropriate levels for this point in the school year as measured by Fountas and Pinnell:</p> <p>Grade 1 = 44%      Grade 5 = 78%          Grade 2 = 89%      Grade 6 = 80%          Grade 3 = 75%      Grade 7 = 43%          Grade 4 = 56%      Grade 8 = 75%</p> <p>NOTE: Includes those students on individual program plans</p>	<p>As of June 2016, _____ % of Stewart Nicks School students are reading at developmentally appropriate levels for this point in the school year as measured by Fountas and Pinnell:</p> <p>Grade 1 =      Grade 5 =          Grade 2 =      Grade 6 =          Grade 3 =      Grade 7 =          Grade 4 =      Grade 8 =</p>

#### How do we get there?

School	Student	Home	SNSCC/Community
Teach strategies in large and small groups; plan opportunities for practice and mastery.	Read, read, read! Read at home for at least 15 minutes each day.	Be a role model – set aside time for everyone to read daily.	Become familiar with the learning improvement goals of the school and school division.
Teach reading strategies in all subject areas and in both fiction and non-fiction.	Set goals in areas in which you want to improve and identify strategies to help you.	Read and retell – talk about what each character did and why.	Promote literacy within school families by organizing literacy initiatives and contests.
Help students select “just right” texts and to find materials they want to read.	Monitor your comprehension – make sure what you read makes sense.	Participate in initiatives and activities as organized by the school and SCC.	Fund the acquisition of additional literacy materials selected by the staff specifically for our school.



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#### Goal 2:

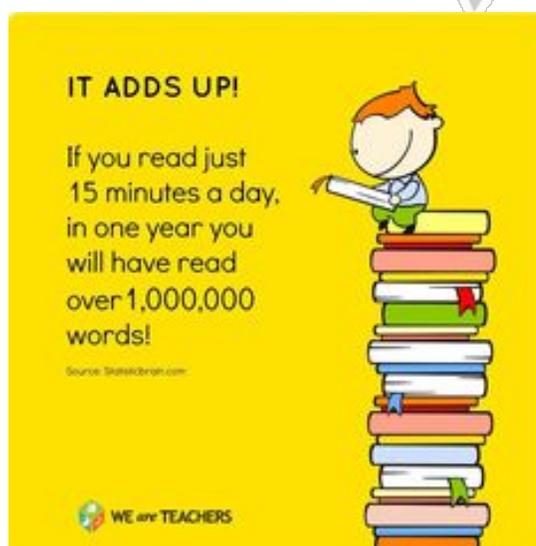
**Revised goal: By June 2016, a minimum of 50% of all students in grades 1 to 8 will achieve a satisfactory overall score (2 out of 4) on at least one piece of writing (genre specified by teacher) of the 6 plus 1 traits as measured by a holistic rubric based on the 6 plus 1 traits.**

#### Where are we now?

We are gathering baseline data as currently there is no division or Ministry assessment in this area. However, as part of the Education Sector Strategic Plan, the Ministry has set the following goal: By 2020, at least 80% of grade 4, 7 and 10 students will be proficient on the Provincial writing assessment.

#### How do we get there?

School	Student	Home	SNSCC/Community
Provide direct instruction on each of the writing traits.	While you read, pay attention to the words the author uses, as well as the grammar and punctuation.	Read to and with your child – fiction, non-fiction, poetry, news articles, magazines...	Become familiar with the learning improvement goals of the school and school division.
Provide different graphic organizers and planning documents for student use.	Put forth your best effort in all writing tasks – back up opinions with evidence and support from the text.	Provide opportunities for authentic writing tasks – shopping lists, letters and cards to friends and relatives, emails, etc.	Work with school staff to organize and implement writing programs and contests
Provide timely and detailed feedback indicating strengths as well as ways students can improve their writing.	Examine different styles and purposes for writing - compare the styles of different authors, and to compare how a newspaper editorial may be different than a website or an instruction manual.	Schedule time to disconnect. Play word games as a family – Scrabble, Boggle, Bananagrams, Hangman, Scattergories, Madlibs,	Encourage community involvement in the school.





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#### Goal 3:

By June 2016, at least 90% of students will report a “sense of belonging” and at least 80% will report they “feel safe at school” as measured in the Tell Them From Me survey in Grades 4-8 and a locally developed survey in Grades K-3.

#### Where are we now?

<p>As of June 2015, 25.4% of grades 4 – 8 Stewart Nicks School students reported that they were victims of moderate to severe bullying, 70% reported that they felt safe attending school and 83.3% reported a “sense of belonging” as measured in the Tell Them From Me survey.</p>	<p>As of November 2015 85% of students in grades 4 – 8 felt safe attending school and 88% reported a sense of belonging. 63% of kindergarten to grade 3 students reported agreeing or strongly agreeing that they felt safe at school, and 63% reported a “sense of belonging” (had friends they could trust and play with at recess).  <small>Note: there was a change in the format of Our School survey, and we are unable to isolate data regarding bullying, however, there have been no StopBullying.ca reports nor office discipline referrals in this regard.</small></p>
<p>As of April 2015, 83% of students in grades 4 – 8 agreed or strongly agreed that they felt safe attending school and 92% reported agreeing or strongly agreeing to a sense of feeling accepted and 85% agreed or strongly agreed that school is a place where they feel they belong. 95% of kindergarten to grade 3 students reported agreeing or strongly agreeing that they feeling safe at school, and 100% reported a “sense of belonging” (had friends they could trust and play with at recess).  <small>Note: all students at SNS completed a school-developed survey called Tiger Talk in April as there is no interim Our School Survey available. Also, there are no StopBullying.ca reports or office discipline referrals in this regard.</small></p>	

#### How do we get there?

School	Student	Home	SNSCC/Community
<p>Continue to provide opportunities for different groups of students to work and play together.</p>	<p>Remember the 5 Values (respect, responsibility, compassion, honesty and fairness)</p>	<p>Stay informed: read and sign your child’s agenda daily and check the school website often</p>	<p>Attend meetings regularly and serve as a liaison between the community and the school.</p>
<p>Keep the information flowing – emails, agenda messages, website.</p>	<p>Use “I messages” or “A bug and a wish” statements during conflict resolution</p>	<p>Each day, take the time to talk with your children about their day at school.</p>	<p>Explore and organize additional opportunities in which students can be involved outside of school hours.</p>
<p>Provide a variety of curricular and extra-curricular opportunities for all students</p>	<p>Put yourself in the other person’s shoes – how would you feel?</p>	<p>Participate in initiatives and activities as organized by the school and SCC.</p>	<p>Report back to the community about the work of the SNSCC on a regular basis.</p>



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As a parent, you might think that teachers and students are speaking another language when it comes to reading strategies. To help you out, we are providing you with a “cheat sheet” so you, too, can speak the language!

<p><b>CONNECTING</b></p>  <p>There are 3 levels of connecting</p> <ul style="list-style-type: none"> <li>- Connecting to things in my own life. Ep. When the same thing happened to me, I...</li> <li>- Connecting to things I've read or seen elsewhere Ep. This reminds me of her room when...</li> <li>- Connecting to things I know about the world. Ep. I saw the same thing happen on the news last night.</li> </ul> <p>COMPREHENSION STRATEGIES</p>	<p><b>INFERRING</b></p>  <p>Inferring is about reading between the lines; hearing what the author is saying even if they haven't directly written it. Inferring is an important skill, not just in reading text but in reading other people's tone of voice and body language!</p> <p>COMPREHENSION STRATEGIES</p>	<p><b>SYNTHESIZING</b></p>  <p>Synthesizing is about adding what you've read, to all the knowledge that's already in your brain and coming up with a better understanding of a particular topic.</p> <p>COMPREHENSION STRATEGIES</p>
<p><b>PREDICTING</b></p>  <p>"What's going to happen next?" "I bet I know what he's going to do when..."</p> <p>COMPREHENSION STRATEGIES</p>	<p><b>VISUALIZING</b></p>  <p>Creating pictures in your head based on what's happening in the writing is one of the most powerful ways of understanding what's going on and getting deeper meaning and enjoyment from reading.</p> <p>COMPREHENSION STRATEGIES</p>	<p><b>SUMMARIZING</b></p>  <p>Our brains can sum up what's happened in the story, or what information the text has given us. We can use our own words to describe this.</p> <p>COMPREHENSION STRATEGIES</p>
<p><b>THE INNER CONVERSATION</b></p>  <p>When I'm reading, my brain is switched on and ticking over!</p> <p>COMPREHENSION STRATEGIES</p>	<p><b>QUESTIONING</b></p>  <p>Questions can be 'fat' or 'skinny'</p> <p>Who? What? Where? How? When? Why?</p> <p>COMPREHENSION STRATEGIES</p>	<p><b>DETERMINING IMPORTANCE</b></p>  <p>As we read, switched on brains pick up what bits are the most important. This is especially useful for reading non-fiction texts. We pick out key words. We identify fact and opinion. We work out which parts are more important than others.</p> <p>COMPREHENSION STRATEGIES</p>



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