



Carievale School  
Continuous Improvement Plan

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## Early Years

### SMART Goals

- 1.1 Early Learning - By June of each year, 90% of students exiting Kindergarten will score in the appropriate range in four of the five domains, one of which must be the Language and Communication domain, as measured by the Early Years Evaluation (EYE-TA).

#### Indicators

- 1.1.01 - EYE Awareness of Self and Environment
- 1.1.02 - EYE Cognitive Development
- 1.1.03 - EYE Language and Communication
- 1.1.04 - EYE Physical Development - Gross Motor
- 1.1.04b - EYE Physical Development - Fine Motor
- 1.1.05 - EYE Social Skills & Approaches to Learning
- 1.1.06 PAST to determine Kindergarten readiness in phonological awareness.

#### Strategies

- 1.1.1 Professional Development on Early Learning for Teachers/Administrators

##### Actions

- 1.1.1.2016.01 To provide the necessary PD Locally, Provincially and nationally needed to support our PGPs

- 1.1.2 Improving Pre-Kindergarten and Kindergarten Practices

##### Actions

- 1.1.2.2016.01 At Carievale School teaching Kindergarten as a single grade allows for more one on one attention and effective tier one teaching

- 1.1.3 Family Engagement

##### Actions

- 1.1.3. 2016.01

We will engage the families in these ways: Welcome back BBQ, Grandparents day, Muffin morning, open house at playschool, Christmas concert, Spring concert, Literacy night, Mothers Day tea, Parents curling in the bonspiel, Student led conferences, implementation of eportfolios through Seesaw app.

- 1.1.3.2016.02 Annual Turkey Trot Run

- 1.1.3.2016.03 Soap Box Movie, Carnival and Potluck

- 1.1.3.2016.04 Send School information by newsletter, website and personal phone calls


## At Grade Level in Reading, Writing, and Math

### SMART Goals

















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 2.1 Reading - By June 2017, 76% of Grade 3 students will be reading at F & P Level O as measured by the spring AIMSweb RCBM . By 2020, 80% of Grade 3 students will be reading at F & P Level O.


 **Indicators**

-  2.1.01 Grade 1 R-CBM
-  2.1.01-G1 AIMSweb Letter Naming
-  2.1.01-G1 AIMSweb Letter Sound
-  2.1.01-G1 AIMSweb Nonsense Word
-  2.1.01-G1 AIMSweb Phoneme Segmentation
-  2.1.02 Grade 2 R-CBM
-  2.1.03 Grade 3 R-CBM
-  2.1.04-G1CR1.4 Read and understand grade-appropriate texts by relating sequence, key points, and the problems and solutions.
-  2.1.04-G2CR2.4 Read, understand, and retell grade-appropriate texts read silently and orally.
-  2.1.04-G3CR3.4 Read fluently and demonstrate understanding of grade-appropriate texts, and explain reactions and connections to texts read.
-  2.1.07G1 By June 2017, 70% of all Grade 1 students will be reading at Fountas and Pinnell level G by the spring reading assessment.
-  2.1.07G2 By June 2017, 80% of all Grade 2 students will be reading at Fountas and Pinnell level L by the spring reading assessment.
-  2.1.07G3 By June 2017, 80% of all Grade 3 students will be reading at Fountas and Pinnell level O by the spring reading assessment.
-  2.1.08 -G3 AIMSweb MAZE

 **Strategies**

 2.1.1 Professional Development on Reading Instruction for Teachers/Admin


 **Actions**


 2.1.1.2016.01 Reading Conference in Saskatoon


 2.1.1.2016.02 To provide PD opportunity in reading Locally, Provincially and Nationally in conjunction with PGPS

 2.1.2 Reading supports provided to parents & the community


 **Actions**

 2.1.2.2016.01 Teachers send home reading A-Z books, Literacy Night, Access to Raz-kids and Epic books at home

 2.1.2.2016.02 Annual Book Fair

 2.1.3 Effective Practices in Reading


 **Actions**

 2.1.3.2016.01 Daily Five structure in Grade 1 to 6 classrooms with ongoing benchmarking to inform instruction
















 2.1.3.2016.02 RTI and LST implementing LLI groups




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 2.2 Reading - By 2020, 80% of Grade 4 - 8 students will be reading at grade level as measured by the Spring AIMSweb RCBM.


### Indicators

-  2.2.04 Grade 4 R-CBM
-  2.2.05 Grade 5 R-CBM
-  2.2.06 Grade 6 R-CBM
-  2.2.07 Grade 7 R-CBM
-  2.2.08 Grade 8 R-CBM
-  2.2.09 Grade 4 AIMSweb Maze
-  2.2.09 Grade 5 AIMSweb Maze
-  2.2.09 Grade 6 AIMSweb Maze
-  2.2.09 Grade 7 AIMSweb Maze
-  2.2.09 Grade 8 AIMSweb MAZE
-  2.2.10-G4CR4.4 Read grade-appropriate text for various purposes, and demonstrate understanding.
-  2.2.10-G5CR5.4 Read and understand a variety of texts from various cultures.
-  2.2.10-G6CR6.4 View, respond and understand visual and multimedia grade-appropriate texts.
-  2.2.10-G7CR7.4 View, interpret, and understand visual and multimedia texts with specific features and complex ideas.
-  2.2.10-G8CR8.4 View critically and understand visual and multimedia texts for a variety of purposes.

### Strategies


 2.2.1 Professional Development on Reading Instruction for Teachers/Administrators


#### Actions

 2.2.1.2016.01 Reading Conference in Saskatoon

 2.2.2 Effective Practices in Reading

#### Actions


 2.2.2.2016.01 Daily Five structure in Grade 1 to 6 classrooms with on-going benchmarking to inform instruction

 2.2.2.2016.02 Guided Reading during Daily Five involves co-teaching






















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-  2.3 Writing - By 2020 80% of Grade 1 - 9 students will be at or above grade level (A and M) in writing as measured by the provincial writing rubric and 80% of Grade 10 - 12 students will achieve a mark of 75% or higher in the CC (Compose & Create) strand of high school ELA classes.

### Indicators

-  2.3.01-G1CC1.4 Write and share stories and sort informational texts in a minimum of five sentences.
-  2.3.01-G2CC2.4 Write using appropriate details in clear and complete sentences and paragraphs of at least six sentences.
-  2.3.01-G3CC3.4 Write clearly to communicate ideas, information, and experiences related to a topic.
-  2.3.01-G4CC4.4 Use a writing process to create various compositions.
-  2.3.01-G5CC5.4 Use a writing process to experiment with and produce multi-paragraph compositions.
-  2.3.01-G6CC6.7 Write a multi-paragraph compositions in a variety of text forms.
-  2.3.01-G6CC6.8 Experiment with a variety of text forms and techniques.
-  2.3.01-G6CC6.9 Prepare a teacher-guided inquiry report.
-  2.3.01-G7CC7.8 Write to describe, narrate, explain, inform, and persuade.
-  2.3.01-G7CC7.9 Experiment with a variety of text forms and techniques.
-  2.3.01-G8CC8.8 Write to describe, narrate, explain, inform, and persuade.
-  2.3.01-G8CC8.9 Experiment with a variety of text forms and techniques.
-  2.3.01-G9CC9.8 Write to describe, narrate, explain, inform, and persuade.
-  2.3.01-G9CC9.9 Experiment with a variety of text forms and techniques.
-  2.3.02-CC10.4A Compose and create a variety of written literary and informational texts attending to various elements of discourse.
-  2.3.02-CC10.4B Create a variety of written informational and literary communications.
-  2.3.02-CC20.4 Create a variety of written informational and literary communications.
-  2.3.02-CC30.4A Create a variety of informational and literary texts.
-  2.3.02-CC30.4B Compose and create narrative, descriptive, expository, and persuasive writings.

### Strategies

-  2.3.1 Professional Development on Writing Instruction for Teachers/Administrators
  -  **Actions**
  -  2.3.1.2016.01 PLC Writing Benchmark for Carievale School
  -  2.3.1.2016.02 PD opportunities at Locally, Provincially and Nationally level to support PGP
-  2.3.2 Effective Practices in Writing
  -  **Actions**
  -  2.3.2.2016.01 Writing Workshops presented in Grade 1 to 6 classrooms
  -  2.3.2.2016.02 Developing a School wide rubric in Grade1 to 8

-  2.4 Math - By 2020 80% of Grade 1 - 9 students will be at or above grade level (A and M) in math and 80% of Grade 10 - 12 students taking high school math will achieve a mark of 75% or higher.





























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### Indicators

-  2.4.01-G1 AIMSweb Missing Number
-  2.4.01-G1 AIMSweb Number Identification
-  2.4.01-G1 AIMSweb Oral Counting
-  2.4.01-G1 AIMSweb Quantity Discrimination
-  2.4.01-K AIMSweb Oral Counting
-  2.4.02-G1 AIMSweb M-Comp
-  2.4.02-G2 AIMSweb M-Comp
-  2.4.02-G3 AIMSweb M-Comp
-  2.4.02-G7 AIMSweb M-Comp
-  2.4.02-G8 AIMSweb M-Comp
-  2.4.03-G1N1.1 Count (0-100) in a variety of ways.
-  2.4.03-G1N1.10 Use mental math strategies to determine addition and subtraction facts to 18.
-  2.4.03-G1N1.2 Identify Groups of 1 to 10 objects or pictures.
-  2.4.03-G1N1.3 Understanding counting strategies to identify quantity.
-  2.4.03-G1N1.4 Represent and describe whole numbers (0-20).
-  2.4.03-G1N1.5 Compare quantities (more, less, equal to ) from 0 to 20.
-  2.4.03-G1N1.6 Estimate quantities to 20.
-  2.4.03-G1N1.7 Arrange quantities in various groupings.
-  2.4.03-G1N1.8 Identify the number, up to 20, that is one more, two more, one less, and two less than a given number.
-  2.4.03-G1N1.9 Understand addition and subtraction of numbers (0-20).
-  2.4.03-G1P1.1 Understanding repeating patterns(2-4 elements).
-  2.4.03-G1P1.2 Translate repeating patterns from one form of representation to another.
-  2.4.03-G1P1.3 Describe equality as a balance and inequality as an imbalance (0-20).
-  2.4.03-G1P1.4 Record equalities using the equal symbol.
-  2.4.03-G1SS1.1 Understand measurement by comparing.
-  2.4.03-G1SS1.2 Sort 2-D shapes and 3-D objects and explain the sorting rule.
-  2.4.03-G1SS1.3 Combine 2-D shapes and 3-D objects to create new shapes and objects.
-  2.4.03-G1SS1.4 Compare 2-D shapes to parts of 3-D objects in the environment.
-  2.4.03-G2N2.1 Understand whole numbers (0-100).
-  2.4.03-G2N2.2 Understand addition and subtraction of whole numbers with answers to 100.
-  2.4.03-G2P2.1 Understand repeating patterns (3-5 elements).
-  2.4.03-G2P2.2 Understanding increasing patterns.



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- 2.4.03-G2P2.3 Understand equality and inequality.
- 2.4.03-G2SP2.1 Understand concrete graphs and pictographs.
- 2.4.03-G2SS2.1 Understand measurement of length using non-standard units.
- 2.4.03-G2SS2.2 Understand measurement of mass using non-standard units.
- 2.4.03-G2SS2.3 Describe, compare, and construct 3-D objects.
- 2.4.03-G2SS2.4 Describe, compare, and construct 2-D shapes.
- 2.4.03-G2SS2.5 Understand the relationship between 2-D shapes and 3-D objects.
- 2.4.03-G3N3.1 Understand whole numbers(0-1000).
- 2.4.03-G3N3.2 Understand addition and subtraction of whole numbers with answers to 1000.
- 2.4.03-G3N3.3 Understand multiplication and division of whole numbers (to 5x5).
- 2.4.03-G3N3.4 Understand fractions.
- 2.4.03-G3P3.1 Understand increasing and decreasing patterns.
- 2.4.03-G3P3.2 Understand equality by solving one-step equations.
- 2.4.03-G3SP3.1 Understand data collection.
- 2.4.03-G3SS3.1 Understand the passage of time.
- 2.4.03-G3SS3.2 Understand measurement of mass in grams and kilograms.
- 2.4.03-G3SS3.3 Understand measurement of length in centimetres and metres.
- 2.4.03-G3SS3.4 Understand 3-D objects by analyzing characteristics.
- 2.4.03-G3SS3.5 Understand 2-D shapes.
- 2.4.03-G4N4.1 Understand whole numbers 0 to 10 000.
- 2.4.03-G4N4.2 Understand addition and subtraction of whole numbers (0-10 000).
- 2.4.03-G4N4.3 Understand multiplication of whole numbers (0-10).
- 2.4.03-G4N4.4 Understand multiplication of 2- or 3- digit numbers by a 1-digit number.
- 2.4.03-G4N4.5 Understand division of 1- or 2-digit numbers by a 1-digit number.
- 2.4.03-G4N4.6 Understand fractions less than one using representations.
- 2.4.03-G4N4.7 Understand decimals (tenths and hundredths).
- 2.4.03-G4N4.8 Understand addition and subtraction of decimals (to hundredths).
- 2.4.03-G4P4.1 Understand patterns and relations.
- 2.4.03-G4P4.2 Understand equations involving symbols to represent an unknown value.
- 2.4.03-G4SP4.1 Understand many-to-one relationships.
- 2.4.03-G4SS4.1 Understand time and dates.
- 2.4.03-G4SS4.2 Understand area of 2-D shapes.
- 2.4.03-G4SS4.3 Understand rectangular and triangular prisms.
- 2.4.03-G4SS4.4 Understand line symmetry.



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-  2.4.03-G5N5.1 Represent, compare and describe whole numbers 0 to 1 000 000.
-  2.4.03-G5N5.2 Analyze models of , develop strategies for, and carry out multiplication of whole numbers.
-  2.4.03-G5N5.3 Divide 3-digit numbers by 1-digit numbers and interpret remainders.
-  2.4.03-G5N5.4 Develop and apply personal strategies for estimation and computation.
-  2.4.03-G5N5.5 Understand fractions (like and unlike denominators) using representations.
-  2.4.03-G5N5.6 Understand decimals (to thousandths).
-  2.4.03-G5N5.7 Understand addition and subtraction of decimals (to thousandths).
-  2.4.03-G5P5.1 Represent, analyze, and apply patterns using mathematical language and notation.
-  2.4.03-G5P5.2 Write, solve and verify solutions to one-step equations.
-  2.4.03-G5SP5.1 Understand the difference between first and second-hand data.
-  2.4.03-G5SP5.2 Construct and interpret double bar graphs to draw conclusions.
-  2.4.03-G5SP5.3 Describe, compare, predict, and test the likelihood of outcomes in probability situations.
-  2.4.03-G5SS5.1 Design and construct different rectangles and draw conclusions.
-  2.4.03-G5SS5.2 Understand measurements of length to the nearest millimeter.
-  2.4.03-G5SS5.3 Understand volume.
-  2.4.03-G5SS5.4 Understand capacity.
-  2.4.03-G5SS5.5 Describe characteristics of geometric 2-D shapes and 3-D objects.
-  2.4.03-G5SS5.6 Identify and sort 4-sided shapes.
-  2.4.03-G5SS5.7 Identify, create, and analyze single transformations of 2-D shapes (with and without the use of technology).
-  2.4.03-G6N6.1 Understand place value including numbers greater than one million and less than one thousandth.
-  2.4.03-G6N6.2 Understand factors and multiples of numbers less than one hundred.
-  2.4.03-G6N6.3 Understand the order of operations.
-  2.4.03-G6N6.4 Multiply and divide decimals by one-digit numbers.
-  2.4.03-G6N6.5 Understand percent.
-  2.4.03-G6N6.6 Understand integers (positive and negative numbers).
-  2.4.03-G6N6.7 Use fractions to represent numbers greater than one.
-  2.4.03-G6N6.8 Understand ratio.
-  2.4.03-G6N6.9 Research and present Metis and First Nations' use of quantity.
-  2.4.03-G6P6.1 Describe patterns and relationships using graphs and tables.
-  2.4.03-G6P6.2 Understand equality
-  2.4.03-G6P6.3 Describe patterns and relations using algebra.
-  2.4.03-G6SP6.1 Understand data analysis.
-  2.4.03-G6SP6.2 Understand probability.
-  2.4.03-G6SS6.1 Understand angles in 3 and 4-sided shapes.





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- 2.4.03-G6SS6.2 Understand perimeter, area and volume and the relationships among them.
- 2.4.03-G6SS6.3 Understand regular and irregular polygons.
- 2.4.03-G6SS6.4 Identify and plot points on a grid.
- 2.4.03-G6SS6.5 Understand transformations (slides, flips and turns) of 2-D shapes.
- ◆ 2.4.03-G7N7.1 Understand division using divisibility rules for 2,3,4,5,6,8,9,and 10 and analyzing division by 0.
- 2.4.03-G7N7.2 Add, subtract, multiply and divide decimal numbers.
- 2.4.03-G7N7.3 Understand the relationships among positive fractions, decimals and whole numbers.
- 2.4.03-G7N7.4 Understand fractional percents between 1% and 100%.
- 2.4.03-G7N7.5 Add and subtract fractions and mixed numbers.
- ◆ 2.4.03-G7N7.6 Add and subtract integers (positive and negative numbers).
- ◆ 2.4.03-G7P7.1 Understand relationships among patterns, graphs and linear relations.
- ◆ 2.4.03-G7P7.2 Understand algebraic expressions and equations.
- 2.4.03-G7P7.3 Solve algebraic equations involving whole numbers.
- 2.4.03-G7P7.4 Solve algebraic equations involving integers.
- 2.4.03-G7SP7.1 Understand range and measures of central tendency.
- 2.4.03-G7SP7.2 Understand circle graphs.
- 2.4.03-G7SP7.3 Understand probability for two independent events.
- 2.4.03-G7SS7.1 Understand circles.
- 2.4.03-G7SS7.2 Understand area of triangle, parallelograms and circles.
- 2.4.03-G7SS7.3 Understand 2D relationships involving lines and angles.
- 2.4.03-G7SS7.4 Identify and plot points on a grid.
- 2.4.03-G7SS7.5 Understand transformations (slides, flips and turns) of 2-D shapes on a grid.
- 2.4.03-G8N8.1 Understand squares and square roots.
- 2.4.03-G8N8.2 Understand fractional and decimal percents.
- 2.4.03-G8N8.3 Understand ratio, rates and proportions.
- 2.4.03-G8N8.4 Multiply and divide fractions and mixed numbers.
- 2.4.03-G8N8.5 Multiply and divide integers (positive and negative numbers).
- 2.4.03-G8P8.1 Understand linear relations.
- 2.4.03-G8P8.2 Model and solve problems using linear equations.
- 2.4.03-G8SP8.1 Analyze different ways of displaying data, and the reasonableness of conclusions.
- 2.4.03-G8SP8.2 Understand probability of independent events.
- 2.4.03-G8SS8.1 Understand the Pythagorean Theorem.
- 2.4.03-G8SS8.2 Understand surface area of cylinders and right prisms.
- 2.4.03-G8SS8.3 Understand volume of right prisms and cylinders.



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- 2.4.03-G8SS8.4 Understanding tessellations (tiling patterns).
- 2.4.03-G9N9.1 Understand powers (exponents).
- 2.4.03-G9-N9.2 Understand rational numbers (fractions, decimals, square roots).
- 2.4.03-G9-N9.3 Understand square roots of numbers that are not perfect squares.
- 2.4.03-G9P9.1 Understand linear relations.
- 2.4.03-G9P9.2 Model and solve linear equations.
- 2.4.03-G9P9.3 Understand linear inequalities.
- 2.4.03-G9P9.4 Understand polynomials.
- 2.4.03-G9SP9.1 Understand factors affecting data collection.
- 2.4.03-G9SP9.2 Create a project that demonstrates an understanding of data analysis.
- 2.4.03-G9SP9.3 Understand the role of probability in society.
- 2.4.03-G9SP9.4 Research and present how First Nation and Metis peoples use probability and statistics (past and present).
- 2.4.03-G9SS9.1 Understand circle properties.
- 2.4.03-G9SS9.2 Understand surface area of various 3-D objects.
- 2.4.03-G9SS9.3 Understand similarity of 2-D shapes.
- 2.4.03-G9SS9.4 Understand line and rotation symmetry.
- 2.4.04.01 - Workplace & Apprenticeship 10 Outcome 1
- 2.4.04.02 - Workplace & Apprenticeship 10 Outcome 2
- 2.4.04.03 - Workplace & Apprenticeship 10 Outcome 3
- 2.4.04.04 - Workplace & Apprenticeship 10 Outcome 4
- 2.4.04.05 - Workplace & Apprenticeship 10 Outcome 5
- 2.4.04.06 - Workplace & Apprenticeship 10 Outcome 6
- 2.4.04.07 - Workplace & Apprenticeship 10 Outcome 7
- 2.4.04.08 - Workplace & Apprenticeship 10 Outcome 8
- 2.4.04.09 - Workplace & Apprenticeship 10 Outcome 9
- 2.4.04.10 - Workplace & Apprenticeship 10 Outcome 10
- 2.4.04.11 - Workplace & Apprenticeship 10 Outcome 11
- 2.4.05.01 - Workplace & Apprenticeship 20 Outcome 1
- 2.4.05.02 - Workplace & Apprenticeship 20 Outcome 2
- 2.4.05.03 - Workplace & Apprenticeship 20 Outcome 3
- 2.4.05.04 - Workplace & Apprenticeship 20 Outcome 4
- 2.4.05.05 - Workplace & Apprenticeship 20 Outcome 5
- 2.4.05.06 - Workplace & Apprenticeship 20 Outcome 6
- 2.4.05.07 - Workplace & Apprenticeship 20 Outcome 7



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- 2.4.05.08 - Workplace & Apprenticeship 20 Outcome 8
- 2.4.05.09 - Workplace & Apprenticeship 20 Outcome 9
- 2.4.05.10 - Workplace & Apprenticeship 20 Outcome 10
- 2.4.05.11 - Workplace & Apprenticeship 20 Outcome 11
- 2.4.06.01 - Workplace & Apprenticeship 30 Outcome 1
- 2.4.06.02 - Workplace & Apprenticeship 30 Outcome 2
- 2.4.06.03 - Workplace & Apprenticeship 30 Outcome 3
- 2.4.06.04 - Workplace & Apprenticeship 30 Outcome 4
- 2.4.06.05 - Workplace & Apprenticeship 30 Outcome 5
- 2.4.06.06 - Workplace & Apprenticeship 30 Outcome 6
- 2.4.06.07 - Workplace & Apprenticeship 30 Outcome 7
- 2.4.06.08 - Workplace & Apprenticeship 30 Outcome 8
- 2.4.06.09 - Workplace & Apprenticeship 30 Outcome 9
- 2.4.06.10 - Workplace & Apprenticeship 30 Outcome 10
- 2.4.06.11 - Workplace & Apprenticeship 30 Outcome 11
- 2.4.07.01 - Foundations & Pre-calculus 10 Outcome 1
- 2.4.07.02 - Foundations & Pre-calculus 10 Outcome 2
- 2.4.07.03 - Foundations & Pre-calculus 10 Outcome 3
- 2.4.07.04 - Foundations & Pre-calculus 10 Outcome 4
- 2.4.07.05 - Foundations & Pre-calculus 10 Outcome 5
- 2.4.07.06 - Foundations & Pre-calculus 10 Outcome 6
- 2.4.07.07 - Foundations & Pre-calculus 10 Outcome 7
- 2.4.07.08 - Foundations & Pre-calculus 10 Outcome 8
- 2.4.07.09 - Foundations & Pre-calculus 10 Outcome 9
- 2.4.07.10 - Foundations & Pre-calculus 10 Outcome 10
- 2.4.08.01 - Foundations 20 Outcome 1
- 2.4.08.02 - Foundations 20 Outcome 2
- 2.4.08.03 - Foundations 20 Outcome 3
- 2.4.08.04 - Foundations 20 Outcome 4
- 2.4.08.05 - Foundations 20 Outcome 5
- 2.4.08.06 - Foundations 20 Outcome 6
- 2.4.08.07 - Foundations 20 Outcome 7
- 2.4.08.08 - Foundations 20 Outcome 8
- 2.4.08.09 - Foundations 20 Outcome 9



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- 2.4.09.01 - Foundations 30 Outcome 1
- 2.4.09.02 - Foundations 30 Outcome 2
- 2.4.09.03 - Foundations 30 Outcome 3
- 2.4.09.04 - Foundations 30 Outcome 4
- 2.4.09.05 - Foundations 30 Outcome 5
- 2.4.09.06 - Foundations 30 Outcome 6
- 2.4.09.07 - Foundations 30 Outcome 7
- 2.4.09.08 - Foundations 30 Outcome 8
- 2.4.10.01 - Pre-calculus 20 Outcome 1
- 2.4.10.02 - Pre-calculus 20 Outcome 2
- 2.4.10.03 - Pre-calculus 20 Outcome 3
- 2.4.10.04 - Pre-calculus 20 Outcome 4
- 2.4.10.05 - Pre-calculus 20 Outcome 5
- 2.4.10.06 - Pre-calculus 20 Outcome 6
- 2.4.10.07 - Pre-calculus 20 Outcome 7
- 2.4.10.08 - Pre-calculus 20 Outcome 8
- 2.4.10.09 - Pre-calculus 20 Outcome 9
- 2.4.10.10 - Pre-calculus 20 Outcome 10
- 2.4.10.11 - Pre-calculus 20 Outcome 11
- 2.4.11.01 - Pre-calculus 30 Outcome 1
- 2.4.11.02 - Pre-calculus 30 Outcome 2
- 2.4.11.03 - Pre-calculus 30 Outcome 3
- 2.4.11.04 - Pre-calculus 30 Outcome 4
- 2.4.11.05 - Pre-calculus 30 Outcome 5
- 2.4.11.06 - Pre-calculus 30 Outcome 6
- 2.4.11.07 - Pre-calculus 30 Outcome 7
- 2.4.11.08 - Pre-calculus 30 Outcome 8
- 2.4.11.09 - Pre-calculus 30 Outcome 9
- 2.4.11.10 - Pre-calculus 30 Outcome 10
- 2.4.11.11 - Pre-calculus 30 Outcome 11
- 2.4.11.12 - Pre-calculus 30 Outcome 12
- 2.4.11.13 - Pre-calculus 30 Outcome 13
- 2.4.12.01 - Calculus 30 Outcome 1
- 2.4.12.02 - Calculus 30 Outcome 2















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- 2.4.12.03 - Calculus 30 Outcome 3
- 2.4.12.04 - Calculus 30 Outcome 4
- 2.4.12.05 - Calculus 30 Outcome 5
- 2.4.12.06 - Calculus 30 Outcome 6
- 2.4.12.07 - Calculus 30 Outcome 7
- 2.4.12.08 - Calculus 30 Outcome 8

## Strategies

-  2.4.1 Professional Development on Mathematics Instruction for Teachers/Administrators
  -  **Actions**
    -  2.4.1.2016.01 PD opportunities in Math at the Local, Provincial and National level to support teachers PGPS
-  2.4.2 Effective Practices in Math
  -  **Actions**
    -  2.4.2.2016.01 Math Buddies used in K/7/8
    -  2.4.2.2016.02 Math Buddies in Grade 3 to 6 working on basic facts
-  2.4.3 Jump Math Pilot
  -  **Actions**
-  2.4.4 Universal Screen
  -  **Actions**
    -  2.4.4.2016.01 Using data from Universal Screen to create SST charts to monitor student progress throughout the year


## Graduation Rate

## SMART Goals











# Carievale School


## Continuous Improvement Plan

 3.1 Graduation - By 2020 the three-year graduation rate for SECPD students, excluding students who are enrolled in Alt. Ed. or FIP in their Grade 10 year, will have increased from the June 2015 measure of 84.9% to at least 90% as measured and reported by Persistence to Complete Grade 12 data set as provided by the Ministry of Education.


### Indicators

-  3.1.05F The graduation rate of female students will increase annually.
-  3.1.05M The graduation rate of male students will increase annually.
-  3.1.06 Male credit attainment in Grade 10 - 90% of boys will earn a minimum of eight grade 10 credits.
-  3.1.07 Male credit attainment in Grade 11 - 90% of boys will earn 8 or more credits during grade 11.
-  3.1.08 EAL student credit attainment in Grade 10 - 90% of all EAL students will earn 8 or more credits during their grade 10 year.
-  3.1.09 EAL students credit attainment in Grade 11 - 90% of all EAL students will attain 8 or more credits during their grade 11 year.
-  3.1.10 K to Grade 8 students will have at least 80% attendance each month.
-  3.1.11 Grade 9 -12 students will have at least 80% attendance each month.

### Strategies


 3.1.1 Effective Practices to Improve Graduation Rates

#### Actions

 3.1.1.2016.01 Providing each student with the at grade level skills to achieve success at the high school level

 3.1.2 Attendance Focus

#### Actions

 3.1.2.2016.01 Provide Parents with research how important attendance is;  
-monitoring attendance through SST Meeting, Classroom Teachers in contact with Parents, Newsletter inserts and Admin letters home

 3.1.3 Student Graduation and Post-Graduation Plans


#### Actions

 3.1.4 Monitoring Credit Attainment


#### Actions

 3.1.5 Cyber Stone


#### Actions

 3.1.6 To embed 21st Century Learning into everything we do.

#### Actions

 3.1.2016.03 Lessons with Grant Taylor to help students embed 21st Century Learning


 3.1.6.2016.01 See Saw App implementation of e-portfolios to show students' progress and successes to parents

 3.1.6.2016.02 Blogs in Grade 7/8







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 3.2 Graduation - By June 2020, the five year graduation rate for SECPSD students will be 95% or above.



 **Indicators**

-  3.2.01 4 Year Graduation rate to increase by 3% annually.
-  3.2.02 5 Year Graduation rate to increase by 3% annually.
-  3.2.03 Grade 4 - 8 students - advocacy at school.
-  3.2.04 Grade 7 - 12 students - Advocacy at school.

 **Strategies**

 3.2.1 Effective Practices to Improve Graduation Rates

 **Actions**

-  3.2.1.2016.01 To work on student literacy rates to have 90% of students reading and writing at grade level by Grade 8
-  3.2.1.2016.02 Basic Math Skills

## Improving FNM Engagement & Graduation

### SMART Goals

- 4.1 FNM Graduation - By June 2020, the three year graduation rate for students self-identified as FNM will have increased from the 2015 measure of 52% to at least 65% as measured and reported by the Persistence to Complete grade 12 data set. Needs to increase by at least 3% annually.

#### Indicators

- 4.1.01 Graduation/Persistence Rates.
- 4.1.02 The graduation rate of First Nations and Metis students will increase annually.
- 4.1.03 FNM credit attainment in Grade 10 - 90% of all FNM students will earn 8 or more credits during their grade 10 year.
- 4.1.04 FNM credit attainment in Grade 11 - 90% of FNM students will attain 8 or more credits in their grade 11 year.
- 4.1.05 K - Grade 8 FNM students will have at least 80% attendance each month.
- 4.1.06 Grade 9 -12 FNM students will have at least 80% attendance each month.

#### Strategies

4.1.1 Cultural Responsiveness

##### Actions

4.1.1.2016.01 Orange Shirt Day

4.1.2 Parent & Community Engagement

##### Actions

4.2.1.2016.01 To provide our Parents and community an opportunity to build a sense of community within our School

4.1.3 Enhanced supports for FNM students

##### Actions

4.1.3.2016.01 Collaborate with consultant to provide guidance with our FNM outcomes

- 4.2 FNM Student Engagement - By June 2020, 85% of SECPSD self-identified FNM students will be able to identify a caring adult at their school who is invested in their well being as measured and reported by the Our School student surveys.

#### Indicators

- 4.2.01 Grade 4 - 8 FNM students - Advocacy at School.
- 4.2.02 Grade 7 - 12 FNM students - Advocacy at school.

#### Strategies

4.2.1 Advocate at School

##### Actions

4.2.1.2016.01 Intramural Team Leaders and Intramural Lunches working on moral intelligence

4.2.1.2016.02 Teachers providing on-going benchmarking, communication between home and school, referral to counselor and RTI and LST





## Well-being



### SMART Goals



5.1 Well-being - By June 2020, the well-being of students will have increased for Grade 4 - 8 to at least 85% and for Grade 7 - 12 to at least 80% as measured and reported by the Our School student survey measures of Sense of Belonging, Positive Relationships and Anxiety.



### Indicators

- 5.1.01 Grade 4 - 8 - Positive Sense of Belonging.
- 5.1.02 Grade 7 -12 Sense of Belonging
- 5.1.03 Grade 4 - 8 Positive Relationships
- 5.1.04 Grade 7 - 12 Positive Relationships.
- 5.1.05 Grade 4 - 8 Anxiety
- 5.1.06 Grade 7 - 12 Anxiety



### Strategies

5.1.1 Professional Development for Our Organization on Wellness



#### Actions



5.1.1.2016.01 SPDU PD on Positive School Culture

5.1.2 Baseline data & data analysis regarding student wellness



#### Actions



5.1.2.2016.01 Our School Survey analysis at SST meeting

5.1.3 Safe and Caring Schools



#### Actions



5.1.3.2016.01 Safe School Charter



5.1.3.2016.02 PBIS Behaviour Matrix



5.1.3.2016.03 Lock Downs



5.1.3.2016.04 Fire Drills



5.1.3.2016.05 Building Capacity

5.1.4 Effective Practices in Developing Wellness



#### Actions



5.1.4.2016.01 SPDU PD on Positive School Culture

5.1.5 Support staff levels of happiness and well being.



#### Actions



5.1.5.2016.01 SPDU PD on Positive School Culture



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**SMART Goal Timeframe**

- Long-term
- Medium-term
- Short-term
- Not Assigned

**Strategy Priority**

- High
- Medium
- Low
- Not Assigned

**Action Status**

- Draft
- In-Progress
- Cancelled
- Postponed
- Completed

**Indicator Progress**

- On Target
- Warning
- Off Target
- Not Assigned