



Lampman School
Continuous Improvement Plan

Mission

Lampman School, in partnership with the home and community, exists to educate each child academically, socially, physically and emotionally in a safe supportive environment. We will encourage every child to strive academically, to develop a positive self-concept, and to acquire proper behavioral skills. We at Lampman School are dedicated to prepare students for life-long learning, to enable them to reach their goals, and to become the very best they can as they work towards the betterment of society.

Vision

Motto

Creating Competent, Confident, Caring Individuals Through Quality Education



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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

- Kindergarten students will be monitored and receive support to be in the appropriate range 4/5 EYE domains
- Share EYE results with parents and SCC in order to ensure understanding collaborate to ensure student success

- 1.1.2 Improving Pre-Kindergarten and Kindergarten Practices

Actions

- 1.1.3 Family Engagement

Actions

- Lampman School will collaborate with the Lion's Club to continue to host Impact each year
- Lampman School will invite community members and their families to participate in all special events and activities. Communication will occur through monthly newsletters, Week at A Glance, Website, email, and Twitter
- Pre-school students are invited to Lampman School to participate in school events and visit the K classroom.
- Pre-school students will participate in Kindergarten Orientation and attend a 1/2 day of Kindergarten
- The school will host two literacy nights per year to educate and support parents in the area of literacy



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At Grade Level in Reading, Writing, and Math

















SMART Goals



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



Teachers are encouraged to participate in the mentorship program



Teachers receive consultant support in all areas of reading instruction



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2.1.2 Reading supports provided to parents & the community



Actions

- 📖 Early Learning, Sask Reads and Reading brochures are sent home to families. Newsletter inserts are also distributed.
- 📖 Fall Parent meetings and literacy nights are some of the events we will sponsor
- 📖 Provide opportunities for students to access quality resources through ebooks, school library, book fair, book swap and book giveaways and prizes as well as reading supports for parents.



2.1.3 Effective Practices in Reading




Actions
















- 📖 Daily 5 and Café will be implemented with fidelity.
- 📖 Implement Tier 3 Reading




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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

 2.2.2 Effective Practices in Reading


Actions

 Early Literacy Team will meet monthly. Admin walk-throughs will ensure fidelity of practice




















 Purchasing or resources that supports Grades -9 literacy.



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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

-  Teachers will attend professional development on the topic of writing and implement effective practices.



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2.3.2 Effective Practices in Writing




Actions




























Teachers will use the collaborative writing model and writing exemplars



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 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.

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.



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-  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.
-  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).































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- 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.
- 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.



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-  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.
-  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.































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-  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.
-  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).



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-  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































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- ◆ 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
- 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



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-  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
-  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




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- 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
- 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

-  Teachers will be encouraged to use guided math and learn about the Daily 3.



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2.4.2 Effective Practices in Math



Actions

- Analyze math data and correlate to effective practices
- Provide opportunities for coding and 3-D printing



2.4.3 Jump Math Pilot



Actions

- Grades 1-8 teachers will participate in the pilot project and access OneNote



2.4.4 Universal Screen



Actions



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Graduation Rate



SMART Goals



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

- Access EAL consultants to support students
- Career Services Consultant will work with students in grades 9-12. Students will each have a SaskCareers account
- Create a data wall tracking credit attainment
- Offer a variety of courses one semester/all year, Cyberstone, Dual Credit, Special Projects, Apprenticeship opportunities
- Track student credit acquisition



3.1.2 Attendance Focus



Actions

- Establish an attendance plan and procedure.
- SST reviews attendance data every 6 days and will put interventions in place



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3.1.3 Student Graduation and Post-Graduation Plans



Actions



Provide opportunities for students to attend Career Fairs, Trade Fairs, and University Information Days



Students entering grade 9 will create a Grad and pre-grad plan



3.1.4 Monitoring Credit Attainment



Actions



Implement Credit recovery if early intervention (Grizzly Den and teacher support) is unsuccessful



Teachers will provide a printout of grade book for those students who have not been successful in class.



3.1.5 Cyber Stone



Actions



Lampman School provide opportunities for students to attend Cyberstone classes.



Lampman School will provide tutorials for on-line students and staff will monitor work and success



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




Actions







Lampman staff will become familiar with 21 Century Learning and integrate with curriculum




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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

-  Create personalized plans for those students who do not achieve graduation in 3 years
-  Tutorials and independent student support will be provided to support credit attainment



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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 Re-enrollment
- 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

- Respect and honour treaty relationships - teach treaties and Treaty outcomes

- 4.1.2 Parent & Community Engagement

Actions

- 4.1.3 Enhanced supports for FNM students

Actions

- 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



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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

- 5.1.2 Baseline data & data analysis regarding student wellness

Actions

- Administer the OurSchool survey each May.
- Student well-being will be a focus of all SST meetings.

- 5.1.3 Safe and Caring Schools

Actions

- Create a GSA group.
- Review 360 behavior screen is completed by all students in the fall and "red" students will be rescreened in the spring.
- Review 360 will record all office referrals, bullying incidents, and classroom incidents. SST will review all incidents.

- 5.1.4 Effective Practices in Developing Wellness

Actions

- Develop connections with students, so each one has a significant adult and advocate
- Examine OurSchool data on the topic of "Advocacy at School"



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5.1.5 Support staff levels of happiness and well being.



Actions



Recognize the success and achievement of all staff members at monthly staff meetings and daily announcements.



Support staff as they experience illness, stress, and anxiety. Celebrate special occasions (birthdays, etc.)



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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