



## Mission

In a nurturing, respectful environment, we will develop the whole child,  
While making real life connections to learning.

## Vision

If Pleasantdale School is to be an exemplary school, we must have specific goals that we are accomplishing, identified characteristics that we seek to hold, and contributions from various stakeholders to make it a reality. The following vision statement provides standards that we will seek and maintain. The standards will serve as a guide for school improvement and the benchmark by which we will evaluate our progress.

### **1. High Expectations: Curriculum and Instruction**

In an exemplary school, we will have high expectations for achievement in all areas including academics, social skills, behavior, instruction and parental support.

- a. Students will believe in themselves and take pride in their learning achievements.
- b. Students will become engaged in and give their best effort to both academics and co-curricular goals.
- c. Students will accept responsibility for their learning, decisions and actions.
- d. Teachers will teach curriculum outcomes, while incorporating creative and innovative teaching methods, strategies and assessment tools.
- e. Teachers will ensure that students reach their full potential.

- f. Teachers, with the support of Educational Assistants, will encourage and allow each child to reach their full potential by utilizing the Response to Intervention Model.
- g. Teachers will engage in professional learning communities and professional development to ensure excellence in programming and curriculum delivery.
- h. Parents will work with teachers to actively support their children in academic, social and physical pursuits.
- i. Parents will support student learning by stressing the importance of school and by encouraging their children to reach their full academic potential.

## **2. Whole Child**

In an exemplary school we will educate and nurture the whole child, with respect to their innate differences of race, religion, learning abilities, socio-economic status and family situation. We will recognize that “whole child” means intellectual, social, emotional, spiritual and physical characteristics.

- a. We will ensure that programs and opportunities meet the diverse needs of each child.
- b. All children will have equal opportunity to experience success and will know that the future holds many possibilities.
- c. In regard to Indian and Metis perspective, sexual orientation, religious beliefs and other diversities, we will foster mutual respect and compassion.
- d. We will use resources and support to develop the whole child.
- e. We will provide human resource services to assist with behavioral and social needs.

## **3. School Climate**

An exemplary school has a caring, respectful, inviting climate, that ensure students and staff feel safe and nurtured. This environment is conducive to learning and protects instructional time.

- a. Pleasantdale School cares about each student, staff member and parent.
- b. We will provide programming to ensure a respectful environment.



- c. We will strive to maintain a safe environment for all.
- d. The entire staff helps students understand the importance of school rules by consistently enforcing them.
- e. There is a conscious effort to recognize and celebrate the efforts and achievements of students in positive behavior choices.
- f. Students will conduct themselves in a way that contributes to a safe, orderly, positive school atmosphere that ensures the rights of others.

#### **4. Working Together (Teamwork)**

In an exemplary school it takes all of us – staff, students, parents, partnering agencies and the community – working together in the best interests of students to reach our goals.

- a. We will demonstrate our support for the mission and vision of the school.
- b. We will work with the School Community Council in goal development and actualization.
- c. We will work with outside agencies to support children and families.
- d. Students will be given an opportunity to provide leadership within the school and community.
- e. Parents, students and staff will work together to set individual goals and supports for each child.

#### **5. Staff In an exemplary school, the staff works as a cohesive team.**

- a. We will support and be advocates for each other.
- b. We will work together to make decisions that will best support our school.
- c. We will participate in all aspects of programming to develop the whole child.
- d. We will develop trusting relationships where we feel open, confident and supported.

#### **6. Global Citizens**



Pleasantdale School  
Continuous Improvement Plan

An exemplary school helps the students to look beyond its immediate environment and become compassionate about the greater concerns of the global world.

- a. We will encourage in environmentally friendly activities and targeted education to have students become active advocates of a greener world.
- b. We will study social justice issues in the context of our curriculum and take action where and when appropriate.
- c. We will engage in fundraising activities to support others in need globally.
- d. We will be aware of and support work done by community groups by assisting local initiatives.

## Values

**In order to advance our shared vision of an exemplary school to the best of our abilities, we will:**

- Deliver the provincial curriculum; both the required areas of study and locally determined options.
- Provide for individuality and diversity by incorporating a variety of teaching methods and strategies.
- Provide our best opportunities for growth in academic, athletic, artistic and social development.
- Recognize the individuality of those in our school community by modeling acceptance.
- Provide students with opportunities to explore the possibilities for their future through career life education and making real life connections to learning.
- Be supportive, encouraging and fair.
- Maintain a safe and respectful environment by consistently enforcing the rules.
- Model teamwork in our school.
- Provide regular opportunities to develop trusting relationships through open communication.




Pleasantdale School  
Continuous Improvement Plan








---

- Be aware of local and global issues, provide information and take action.
- Be life-long professional learners by keeping current in Best Practice.


 **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**

-  01 Early years teachers will attending school division sponsored professional development sessions.
-  02 Principal and/or vice-principal will attend at least one early learning professional development session.

- 
- 1.1.2 Improving Pre-Kindergarten and Kindergarten Practices

 **Actions**

-  01 Kindergarten teacher will attend professional development sessions offered by school division
-  02 Change kindergarten orientation to reflect changes in classroom learning and to better meet the needs of our students and parents.
-  03 Ensure that phonemic awareness activities are a natural part of the daily activities.



Pleasantdale School  
Continuous Improvement Plan

---



1.1.3 Family Engagement



**Actions**



01 Kindergarten teacher will engage families in the portfolio process.



Pleasantdale School  
Continuous Improvement Plan

---





Pleasantdale School  
Continuous Improvement Plan

---




At Grade Level in Reading, Writing, and Math

















**SMART Goals**


Pleasantdale School  
Continuous Improvement Plan

 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**

-  01 All teachers will attend school division professional development sessions.
-  02 All teachers will attend a literacy focused meeting once a month. ELT-K-5 and MYLT-6-8.

Pleasantdale School  
Continuous Improvement Plan

---



2.1.2 Reading supports provided to parents & the community



**Actions**



01 At least 2 literacy based events will be held each year for k-4 families.



02 We will hold at least 1 literacy based event which includes all of our k-8 families.



03 Literacy based information will be sent home at least once a month in newsletter, twitter, Facebook or Remind.



2.1.3 Effective Practices in Reading



**Actions**




01 All literacy classrooms will be using small group strategies based on Daily 5 and balanced literacy.


















02 ROAR (Really Outstanding at Reading) groups will be held daily for grade 1 and 2.

Pleasantdale School  
Continuous Improvement Plan

---

 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**

-  01 All grade 4-8 classroom teachers will attend division based professional development sessions.
-  02 Principal and vice-principal will attend at least one school division sponsored session on reading instruction.



Pleasantdale School  
Continuous Improvement Plan

---



2.2.2 Effective Practices in Reading



**Actions**




01 All teachers will be basing instruction on small group balanced literacy approach.






















## Pleasantdale School Continuous Improvement Plan

---

 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



Pleasantdale School  
Continuous Improvement Plan

---



2.3.1 Professional Development on Writing Instruction for Teachers/Administrators



**Actions**



01 All classroom teachers will attend school division sponsored sessions on writing instruction.



02 Principal and vice-principal will attend at least one school division sponsored session on writing instruction.



2.3.2 Effective Practices in Writing



**Actions**




01 All classroom teachers will practice using the provincial writing rubric when assessing writing.


























Pleasantdale School  
Continuous Improvement Plan

---

 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).





Pleasantdale School  
Continuous Improvement Plan

---

-  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.
-  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.



Pleasantdale School  
Continuous Improvement Plan





















---

- 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.
- 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).



Pleasantdale School  
Continuous Improvement Plan

---

-  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.



Pleasantdale School  
Continuous Improvement Plan

---

- 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.
- 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.



Pleasantdale School  
Continuous Improvement Plan

---

- 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).
- 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.



Pleasantdale School  
Continuous Improvement Plan


























---

- 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
- 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



Pleasantdale School  
Continuous Improvement Plan

---

-  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



Pleasantdale School  
Continuous Improvement Plan

---





















- 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
- 2.4.11.01 - Pre-calculus 30 Outcome 1






Pleasantdale School  
Continuous Improvement Plan


---

-  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**


 01 All math teachers will attend school division sponsored professional development sessions.




Pleasantdale School  
Continuous Improvement Plan


---


 02 Principal and/or vice-principal will attend one school division sponsored professional development session.


 2.4.2 Effective Practices in Math

 **Actions**

 01 Common math classes for grades 1-4 and 5-8.

 02 Support in math classes through RTI and LST.


 03 Real life connections in math through speakers and projects.

 2.4.3 Jump Math Pilot

 **Actions**

 2.4.4 Universal Screen

 **Actions**

 01 All students will participate in the Universal Screen.



Pleasantdale School  
Continuous Improvement Plan

---



Pleasantdale School  
Continuous Improvement Plan

---




Pleasantdale School  
Continuous Improvement Plan









---

 Graduation Rate


 SMART Goals

 3.1 Graduation - By 2020 the three-year graduation rate for SECPSD 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 student 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

 3.1.2 Attendance Focus

 Actions

 01 Track and follow up on daily attendance offering support to students and families who struggle with attendance.

 02 Educate parents about the importance of school attendance through social media accounts.

 3.1.3 Student Graduation and Post-Graduation Plans

 Actions

 3.1.4 Monitoring Credit Attainment

 Actions



Pleasantdale School  
Continuous Improvement Plan

---



3.1.5 Cyber Stone



**Actions**



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



**Actions**




01 All teachers will have a PGP goal to have their students use technology to make a connection outside the school or in a creative way.







Pleasantdale School  
Continuous Improvement Plan


---

 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**





Pleasantdale School  
Continuous Improvement Plan

---

## 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

- 4.1.2 Parent & Community Engagement

#### Actions

- 4.1.3 Enhanced supports for FNM students

#### Actions

- 4.2 FNM Student Engagement - By June 2020, 85% of SECPD 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



Pleasantdale School  
Continuous Improvement Plan

---




4.2.1 Advocate at School









**Actions**

 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

 01 Staff will attend school division sponsored professional development sessions on wellness.


 5.1.2 Baseline data & data analysis regarding student wellness


 Actions

 01 All grade 4-8 students will participate in the Our School Survey.


 5.1.3 Safe and Caring Schools

 Actions

 01 Teachers and admin will consider survey results and choose some actions to put in place.

 5.1.4 Effective Practices in Developing Wellness


 Actions


 01 Use of student counselor for students needing strategies for stress relief and problem solving.




Pleasantdale School  
Continuous Improvement Plan

---

 02 Teachers will discuss strategies in classes for positive stress relief.

 5.1.5 Support staff levels of happiness and well-being.

 **Actions**

 01 Time at meetings to celebrate and have fun.



Pleasantdale School  
Continuous Improvement Plan

Smooth Transitions

Graduation Rates

SMART Goals

4.1 By June 2017, all classes grades kindergarten-grade 8 will be using twitter and at least one other web tool to increase engagement through making connections with technology.

Indicators

Strategies

4.2 By June 2017 all students in grade 4-8 will be actively involved in maintaining a personal blog and digital portfolio for the purpose of sharing, documenting and reflecting on their educational journey.

Indicators

Strategies

**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