

School Improvement Plan/Plan d'action  
School District #73 (Kamloops - North Thompson)



**L'école South Sahali Elementary**

Une école d'immersion française!

A French immersion school!

1585 Summit Dr.

Kamloops, B.C. V2E 1E9

250-374-2451

<http://South-Sahali.sd73.bc.ca>

**avril/APRIL 2015**

**School Vision Statement**

We believe in success for our students. We are committed to providing opportunities for excellence in a positive and stimulating French immersion environment. We value both individuality and the importance of working together to develop caring, responsible, bilingual citizens.

**School Goals for 2013-2016**

- Students will improve their abilities in oral and written French.
- South Sahali students will develop additional social-emotional competencies through school connectedness, cooperative play, social responsibility and Positive Behaviour Intervention Support (PBIS).
- Students will improve skills in math, both foundation skills and problem solving.

## **School History**

L'École South Sahali Elementary is a French immersion school of choice. Formerly a dual-track school (English program/French immersion program) for over 20 years, in the Fall of 2010 South Sahali became a single-track French immersion school, Kindergarten to Grade 7. The French immersion population already at South Sahali remained on site. In addition, approximately 120 French immersion students moved from the eastern region of Kamloops, from the Marion Schilling French immersion site. Since September 2010, the South Sahali community of students, staff and family members have been working together to embrace and develop an 100% French Immersion philosophy.

## **School Context**

L'École South Sahali Elementary is located in the southwest region of Kamloops. Since September 2013, our school has seen continued growth in enrolment, adding 3 classrooms in the last two years. All extra classroom space is now full. Enrolment for 2015-2016 is projected to be slightly lower than this year since SSES has had a smaller Kindergarten enrolment than last year. Previously, SSES had registered approximately the same number of new Kindergarten students (approximately 45 each year) and other new students, as Grade 7 students moving on to secondary school. Kindergarten enrolment increased in spring 2013 and increased again spring 2014 to approximately 60 or more Kindergarten students entering school at SSES. Projected enrolment for South Sahali is 360 for the 2015-2016 school year. The students who attend South Sahali hail from the nearest neighbourhoods to the farthest western and eastern regions of our city. Due to the expansive neighbourhoods of our student population, the students travel to our school on foot, by car or by City/School buses.

## **Meeting the Needs of Our Population**

Generally, our students are capable in the five goals for student growth in the public school system: intellectual growth, social-emotional development, social responsibility, physical and aesthetic development. Our students demonstrate a varied ability in all of these goals as in any population of children. Our enrolment patterns continue to maintain our classes at each grade level at mostly maximum class size or close to it. Our staff endeavours to work during instructional time, and with our students' families, to help students grow in their abilities in the five goals. Our school attempts to meet the varied needs of our students through programs from learning support to enrichment in the following ways:

- Students designated as gifted participate in School District 73 enrichment events and are challenged within the classrooms by teachers and with school fine arts and sports.
- Teachers, support staff and parents consult with our learning assistance teachers on ways to support students, and staff generally are able to schedule time for children who need extra support in addition to classroom instruction.
- Social-emotional development and social responsibility have been an ongoing focus at South Sahali. We have a positive behaviour focus (PBIS) and a peaceful problem solving sequence combined with Restitution and WITS anti-bullying strategies in order to provide teaching of pro-social skills and positively acknowledge appropriate behaviour.
- The Positive Behaviour Intervention System (PBIS) has grown this year with a new cohort of five staff members having attended School District 73 training. From this training, the team has expanded to a group of ten adults at the school working towards a developing vision of revitalized PBIS at South Sahali.

- Currently, we are working on: a PBIS team implementation checklist (TIC 3.1), the creation of example videos for expected behaviours demonstrating social responsibility around the school, the development of a new interventions checklist for teachers to use with students in response to positive behaviour strategies. The team has four more meetings between April to June 2015, and we plan to have a system established for the start of September 2015.
- Our school PAC has been financially supportive of anti-bullying presentations to further teach our students to interact appropriately. Classroom teachers have followed up with implementation of the anti-bullying problem solving strategy of WITS (DIRE en français). The WITS/DIRE program closely follows the peaceful problem solving sequence we have used since the inception of our school of  
Tell the person to stop. Walk away. Ask for adult help to solve the problem.
- We have many co-curricular activities to provide extension and enrichment to what children are learning. Some examples are:
  - district sports programs
  - Science Fair
  - Heritage Fair
  - Concours d'art oratoire
  - Red Cedar literature program
  - Festival du théâtre
  - service and leadership opportunities for Grades 4 to 7 students
  - Young Artists'
  - Young Authors'
  - Math Expo
  - school and School District choirs
  - One to One Reading.
- We have opportunities for aesthetic development with classroom visual art, dance and drama programs and a school wide music program including marimbas, Orff instruments and guitars for middle years students and band for senior students.
- We have opportunities for physical development with our emphasis on outdoor play, Daily Physical Activity and frequent PE periods in our gym, or outside on our natural setting playground.
- Yoga and mindfulness programs are being implemented, with the use of a PAC-funded Mobile Yoga Studio, and an accompanying website, created by the Vice Principal with and for teachers to use in classrooms: <http://kidsyoga4school.weebly.com>

### **School Improvement Plan Progress**

During the first 3.5 years of our school, the School Planning Council (SPC) and school staff worked on goals in reading, social responsibility and character development, improved competence in oral French. Except for the oral French goal, these were goals that were already in place in the two amalgamated schools; staff and the SPC decided to continue to work on these goals as our school defined itself.

### **Reading Achievement**

South Sahali students have made good progress in reading achievement for students.

- ÉÉSS staff observed 2011, 2012, 2013 FSA results which describe reading achievement in English based on mostly multiple-choice questions. Generally, results show that approximately 90% of our students are meeting or exceeding expectations in reading. Sometimes scores drop below 90% but normally our students' scores are in the 90% and above range.

- Staff also reviewed March 2011, June 2012, March 2013 report card marks for French and English reading. Results show our students to be, in general, in the 90% and above range of meeting or exceeding expectations in reading.
- In general, SSES students are achieving well in reading.
- Teachers have been, and are continuing to, learn and implement innovative strategies for reading instruction and assessment that are recommended as progressive and effective.
- The staff has worked together to initiate new approaches to reading, ie. Daily 5, CAFÉ, balanced literacy, and to purchase new reading materials in order to better teach our students how to become good readers.
- Fall 2013, our PAC supported teachers implementing Daily 5 in several classrooms by providing an innovation grant to purchase materials for this program.
- Our teacher-librarian has worked assiduously to up-date our library collection in order to have materials that are appealing to all levels of our students.
- The staff has implemented many new strategies to better support all readers. Teachers believe that these strategies have become part of our ongoing practice and would like to move on to working on our students' writing in French.

### 2012-2014 – New Ideas

1. Teachers observed that we have many positive approaches in place for our students' reading, that these approaches and our students' success have become part of our ongoing practice. Consequently, our reading team, supported by other teachers, has suggested that our school maintain our ongoing best practices learned by our focus on reading, and now move ahead with a writing goal to complement our school goal for improved oral French. The School Planning Council is supportive of this goal change.

2. The majority of South Sahali teachers and the principal attended a workshop on oral French on Dec. 3, 2012. The workshop facilitator spoke about many strategies for encouraging French immersion students to speak French and to speak French in a more native-like manner. One of these strategies was to develop the sense of community in each classroom and in our school, and establish the norm that being part of this community entailed speaking French and attempting to speak French well.

On Dec. 4, 2012, two teachers and the principal attended the ERASE training implemented by the BC Ministry of Education (ERASE – Expect Respect and a Safe Education). This trainer spoke eloquently, and in research-based terms, about the need for our students to feel connected to our school and to adults at school. With the information gained at these two professional development opportunities, a visionary SSES teacher recommended to our staff that we modify our social responsibility goal to include the concepts of connectedness to our school community. The staff agreed that this was a positive direction for us to move with our social competencies goal. The SPC is in support of this adaptation to our goal.

3. Math – Staff and our School Planning Council members have been observing our school math results for the past years. Although the Council views our school results as very good, they observe that our school's math results are slightly lower than our literacy results. With the idea of moving results from good to great, the Council recommends South Sahali begin pursuing a math goal. Related to our students' math achievement, teachers have observed

1. some of our students' abilities in foundation math skills are below where they could be, such as a thorough knowledge of basic math facts and processes, and
2. a need to expand truly effective problem solving skills to all students.

These directions provide input into goals staff and the SPC wish to pursue for our revised School Improvement Plan.

## SCHOOL GOALS

### DISTRICT GOAL

#### LITERACY

#### SCHOOL GOAL #1 – IMPROVED COMPETENCE IN ORAL AND WRITTEN FRENCH

Students will improve their abilities in oral and written French.

#### Rationale

In French immersion, very early on, students develop a basic oral and written competency in French, their second language. By part way through Grade 1, teachers are expecting students to express themselves orally in French most of the time. Basic written expression in French begins early in K and Grade 1 using copied words from visual sources. In early primary, students can express their basic needs within the school context and curriculum content studied.

As children grow and continue in French immersion, their language competency in oral and written French grows. However, sometimes it becomes limited to French used in the school context and sometimes Anglicisms creep into students' vocabulary.

As a single-track French immersion school, we can focus on an almost 100% French environment during French instructional time and during most staff-student interactions around the school. Within this learning context, the staff wish to promote the use of very high quality oral and written French by all in our school, and to move students along the oral and written language continua towards expressing themselves clearly and fluently without resorting to translating from English.

We want our students to be capable and confident in expressing themselves in French in contexts outside of the school and, therefore, want to create a school environment that includes learning of oral and written French in broader contexts, and one that encourages students to use a high quality of oral and written French.

#### Performance Indicators

- Student assessment in oral and written French based on Normes de performance and international language-standard levels, as per the Common European Framework of Reference (CEFR).
- French writing letter grades or primary expectations for writing
- French speaking letter grades or primary expectations for speaking French (includes listening) - Grades 1 through 7
  - Qualitative observations of improved oral French use in classroom and school activities (more precise French vocabulary and more native speaker like structures)
  - Reduced use of mixed English/French sentences
  - More students explaining in French instead of using English
  - Increased use of oral French for all types of activities at school during instructional hours
  - Improved writing in French demonstrating more authentic French written structures and more precise vocabulary.
  - Teachers will include a comment on each report card specific to language abilities in oral French and written French to underline students' progress.

#### Performance Targets

Normes de performance, CEFR levels, oral language French speaking rubrics (Grades 1 – 3) and letter grades (Grades 4 – 7)

- a minimum of 90% of our students will meet or exceed expectations (meeting includes students who are minimally meeting, or in intermediate grades, a C or higher)

BC writing normes de performance for French immersion (Grades 1 – 3) and letter grades

(Grades 4 – 7)

- a minimum of 90% of our students will meet or exceed expectations (meeting includes students who are minimally meeting, or in intermediate grades, a C or higher)

Oral French and French writing evaluation will include use of learning expectations from our School Literacy Program Expectations, as developed by teachers.

## Goal # 1 - Strategies/Structures for Oral and Written French Goal

(ACTIONS, RESPONSIBILITIES, RESOURCES, TIME LINES)

STRATEGIES/MONITORING FOR GOAL ACHIEVEMENT (TO BE DETERMINED BY SCHOOL STAFF)	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	<u>Timeline</u>
<p><b>Monitor school wide student performance in oral and written French. Teachers use assessments to identify student oral and written French learning needs and instructional requirements:</b></p> <ol style="list-style-type: none"> <li><b>1. Rubrics for oral (school developed oral French rubrics and CEFR levels) and written French (BC Normes de performance for French immersion writing)</b></li> <li><b>2. Intermediate letter grades and School Literacy Program Expectations for French speaking and French writing</b></li> <li><b>3. Collect writing samples of students' writing to demonstrate writing in French that meets and exceeds expectations.</b></li> </ol>	<b>All French speaking staff</b>	<b>Assessment materials</b>	<b>2013-2016</b>
<p><b>Research into effective strategies, resource materials for improving oral and written French in French immersion programs, some focus on improving linguistic conventions, eg homophones, adjective accords, verb tenses.</b></p> <p><b>Direct instruction and small instructional groups using a variety of strategies to improve oral and written French, possibly Write Traits program and instruction in various writing genres.</b></p> <p><b>Suggested strategy - short writing, teacher feedback, student adds to writing incorporating teacher feedback, more feedback, etc with the goal of continuous improvement of writing.</b></p>	<b>All French speaking staff</b>	<b>Materials to support the strategies</b>	<b>2013-2016</b>
<p><b>Develop common vocabulary and strategies across grades that are built on each year with a focus on improving French syntax in students' sentences, using more authentic French idioms and expressions. Teachers will frequently revisit expressions from previous grade levels.</b></p> <p><b>Insistence on French in all instructional time conversations with the exception of English Language Arts; eg. problem solving situations with French speaking staff and children Grade 2 and up, etc.</b></p> <p><b><u>As part of our beginning of the year instruction each Sept, teach the expectation of French to be spoken during all instructional time except English Language Arts and for our very early grades. Students will receive explicit teaching that all subjects are taught in French except English Language Arts, and all conversations during French instruction are to take place in French between teacher and students and between students.</u></b></p>	<b>All French speaking staff</b>	<b>Normes de performance, CEFR levels, resources and strategies for improved oral and written French, <u>direct instruction in Sept. related to when it is expected to speak French.</u></b>	<b>2013-2016</b>
<p><b>Reinforce positive school norms/connectedness/pride in speaking French; encourage a positive interest in speaking and writing more authentic French.</b></p>	<b>All French speaking staff</b>	<b>Resources and strategies that address improved oral and written French</b>	<b>2013-2016</b>

<b>Ensure all research (Internet or print) is done in French for French instructional tasks. Avoid students' use of English research materials with the goal of having students read/research to learn appropriate and precise vocabulary and avoid translating from English.</b>	<b>All French speaking staff</b>	<b>Appropriate French Internet web sites, French print materials</b>	<b>2013-2016</b>
<b>Classroom teachers, CEAs and the LART will use small group instruction and adapted materials to support lower achieving students.</b>	<b>All French speaking staff</b>	<b>Various materials to support the strategies</b>	<b>2013-2016</b>
<b>Encourage student involvement in oral French activities such as Concours d'art oratoire (school level, district level), Festival du théâtre, presenting in French at school assemblies and new structures we create at the school level that focus on improving students' abilities in oral French. Use sources of oral French models such as TV5.</b>	<b>All French speaking staff</b>	<b>Materials as required</b>	<b>2013-2016</b>
<b>Insistence on oral French with no inserted English words. Assist students to explain in French instead of inserting English words (circumlocution); teacher will assist with needed vocabulary.</b>	<b>All French speaking staff</b>	<b>Materials as required</b>	<b>2013-2016</b>

#### DISTRICT GOAL

SOCIAL DEVELOPMENT AND HEALTHY SCHOOLS

#### SCHOOL GOAL #2 – SOCIAL RESPONSIBILITY AND SCHOOL CONNECTEDNESS

SOUTH SAHALI STUDENTS WILL DEVELOP ADDITIONAL SOCIAL-EMOTIONAL COMPETENCIES THROUGH SCHOOL CONNECTEDNESS, COOPERATIVE PLAY AND SOCIAL RESPONSIBILITY.

#### RATIONALE

Since the fall of 2010, our staff has observed the considerable social-emotional competence of our students. In general, ÉÉSS students are polite, respectful of others and expectations, and are very willing to demonstrate helpfulness and social responsibility. Since students have the foundation of positive behaviour in place, our staff and School Planning Council believe that the timing is opportune for building on this foundation.

#### Increased School Connectedness

1. The majority of South Sahali teachers and the principal attended a workshop on oral French on Dec. 3, 2012. The workshop facilitator spoke about many strategies for encouraging French immersion students to speak French and to speak French in a more native-like manner. One of these strategies was to develop the sense of community in each classroom and in our school, and establish the norm that being part of this community entailed speaking French and attempting to speak French well.

2. On Dec. 4, 2012, two teachers and the principal attended the ERASE training implemented by the BC Ministry of Education (ERASE – Expect Respect and a Safe Education). This trainer spoke eloquently, and in research-based terms, about the need for our students to feel connected to our school and to adults at school. With the information gained at these two professional development opportunities, a visionary SSES teacher recommended to our staff that we modify our social responsibility goal to include the concepts of connectedness to our school community. The staff agreed that this was a positive direction for us to move with our social competencies goal. The SPC concurred.

Staff wishes to teach and empower our students to go beyond the basic behaviour expectations.

Building on the positive socio-emotional foundation our school already has in place will provide opportunities for our students to further develop

- connectedness to adults at our school – healthy, supportive relationships
- increased connectedness to our school norms for
  - positive behaviour (PBIS)
  - cooperative play
  - peaceful problem solving and WITS/DIRE anti-bullying strategies
  - social responsibility – demonstrate leadership and empathetic participation in positive causes in order to make a positive difference in the world around them.
  - speaking and writing in French
  - excellence in academics
- a vision of students seeing themselves as the designers of their futures.

#### Performance Indicators

1. Report card work habits, effort and social responsibility marks for Grades 4-7 students and teacher comments on these categories for primary students; this data is collected each March during the Spring reporting period.
2. Ministry of Education Satisfaction Survey (selected questions related to social responsibility)
3. Qualitative observations of SSES students' social-emotional competence and social responsibility
4. Numbers of intermediate students involved in service to our school
5. Number of office behaviour referrals

#### Performance Targets

##### *Report card marks*

90% of students meeting or exceeding expectations in work habits, effort and social responsibility marks for Grades 1 to 7

##### *Ministry of Education Satisfaction Survey* (selected questions related to social responsibility)

- 90% of students reporting All of the time or Most of the time for pertinent questions
- less than 10% of students reporting All of the time or Most of the time for the being bullied question

*Qualitative data* show considerable social-emotional competence and social responsibility from the majority of our students; ask students, staff, parents for ongoing feedback on our students' competence in these domains

##### *Service to our school*

Large numbers of intermediate students demonstrate service to our school; no service opportunities are vacant.

##### *Office behaviour referrals*

Numbers of office behaviour referrals decrease each year

**GOAL #2 – STRATEGIES/STRUCTURES FOR SCHOOL CONNECTEDNESS AND SOCIAL RESPONSIBILITY GOAL**  
(ACTIONS, RESPONSIBILITIES, RESOURCES, TIME LINES)

STRATEGIES/MONITORING FOR GOAL ACHIEVEMENT (TO BE DETERMINED BY SCHOOL STAFF)	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE
<p><b>Continue to use approaches to</b>            -teach appropriate behaviour and social-emotional competence            -reduce inappropriate behaviours            -continue developing a school wide culture emphasizing positive behaviour and connectedness to school norms.  <b>Use</b>            -PBIS phrases to guide behaviour            -peaceful problem solving            -Restitution problem solving and beliefs            -anti-bullying strategies WITS/DIRE  <b>Direct teaching of the above strategies and the need to use French in all subjects except English Language Arts will take place each Sept at school start up, and at other times as is required.</b></p>	<p><b>All staff including lunch supervisors</b></p>	<p><b>PBIS, Restitution processes, WITS/DIRE, other school connectedness ideas.</b></p>	<p><b>2013-2016</b></p>
<p><b>Use tools such as the Social Responsibility Performance Standards or other appropriate rubrics, teachers will assess our students’</b>            -social-emotional competence            -respectfulness of others and expectations            -students’ feelings of connectedness to adults at our school and to our school norms.            -willingness to demonstrate helpfulness and social responsibility, and use this assessment to guide additional instruction in these domains.</p>	<p><b>All staff</b></p>	<p><b>Social Responsibility Performance Standards, other appropriate rubrics</b></p>	<p><b>2013-2016</b></p>
<p><b>The SPC and teachers at staff meetings review school data as previously listed to determine additional instructional needs, and for future school connectedness and social responsibility strategies. Support and provide appropriate instruction and adaptations to the environment for at-risk students including re-teaching that reduces inappropriate behaviours and teaches appropriate replacement behaviours and increases school connectedness for students.</b></p>	<p><b>All staff</b></p>	<p><b>School data and staff collaboration</b></p>	<p><b>2013-2016</b></p>

<b>Introductory unit on PBIS social responsibility expectations at the beginning of the school year and at other times throughout the school year, including the need to speak French in all subjects except English Language Arts.</b>	<b>All staff</b>	<b>PBIS, Restitution info, ERASE program, social responsibility and service opportunities</b>	<b>2013-2016</b>
<b>Continue service, social responsibility, leadership programs to provide students with opportunities to use positive behaviours and social responsibility.</b>	<b>All staff</b>	<b>School programs already in place and additional strategies</b>	<b>2013-2016</b>
<b>Encourage buddy classes between grade levels, including some focus on older students teaching younger ones.</b>	<b>Classroom Teachers</b>	<b>Buddy classes, ideas already in place and additional strategies</b>	<b>2013-2016</b>

#### DISTRICT GOAL NUMERACY

#### SCHOOL GOAL #3 – IMPROVED COMPETENCE IN MATH FOUNDATION SKILLS AND PROBLEM SOLVING

Students will improve their abilities in math, both foundations skills and problem solving.

#### Rationale

Our school math results are good. It is staff's and the School Planning Council's observation that we could move these results from good to great with a focus on

- developing solid foundation skills in all our students (math facts and knowledge of math processes), and
- deepening our teaching of real life problem solving so that this skill grows to be competently applied by all our students.

Staff wants our students to be capable and confident in using math in real life applications.

#### Performance Indicators

- Foundation Skills Assessment (FSA) for Grades 4 and 7 numeracy scores
- Math letter grades for intermediate students (Grades 4 through 7) and math performance assessment for primary students (Grades 1 through 3)

#### Performance Targets

FSAs for Grades 4 and 7 numeracy scores

- a minimum of 90% of our Grades 4 and 7 students will meet or exceed expectations

School letter grades in math for intermediate students and math performance assessment for primary students (Grades 1 thorough 3) – both to be collected in March of each school year

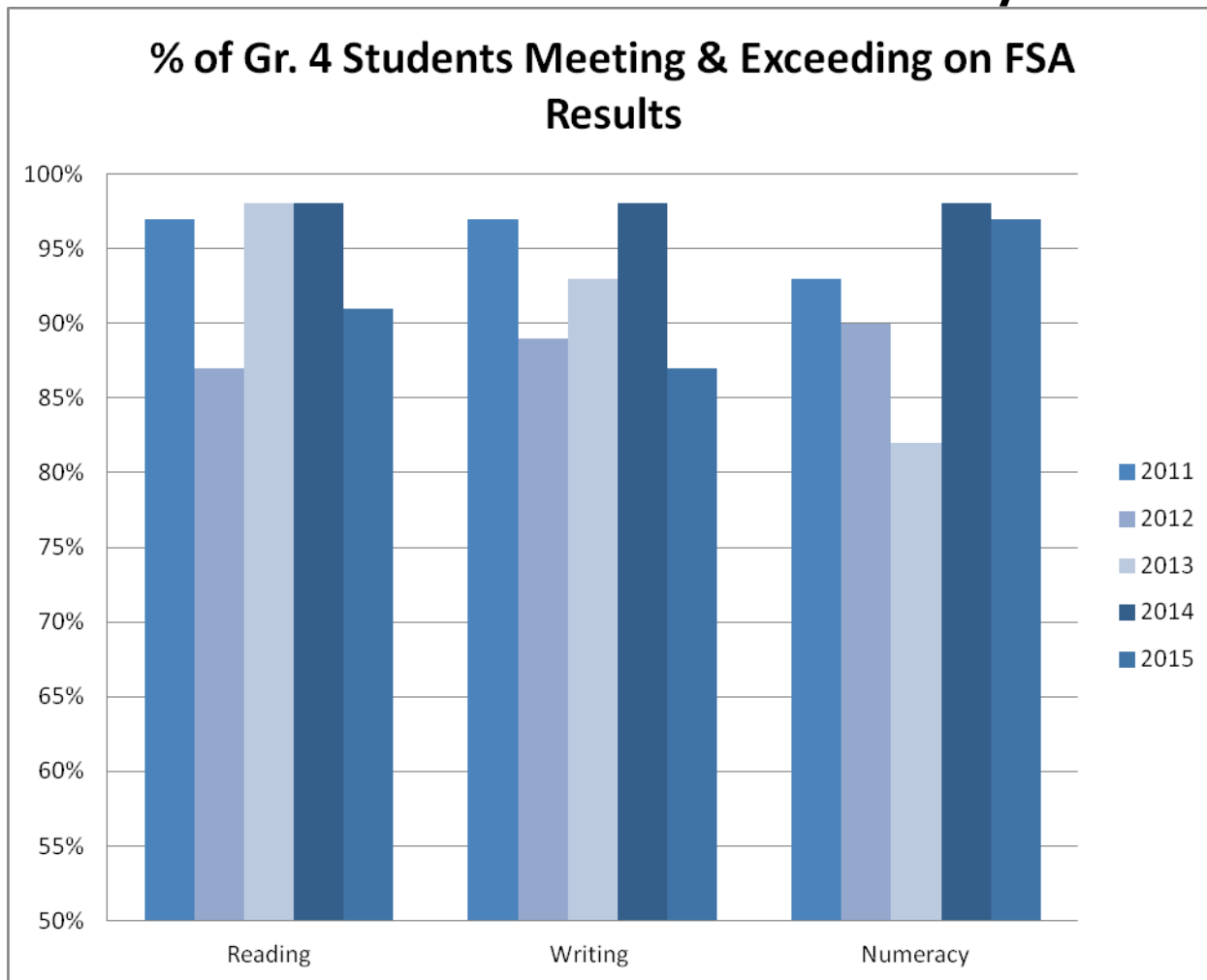
- a minimum of 90% of our Grades 1 through 7 students will meet or exceed expectations (includes C and above, or minimally meeting expectations and above for primary students.)

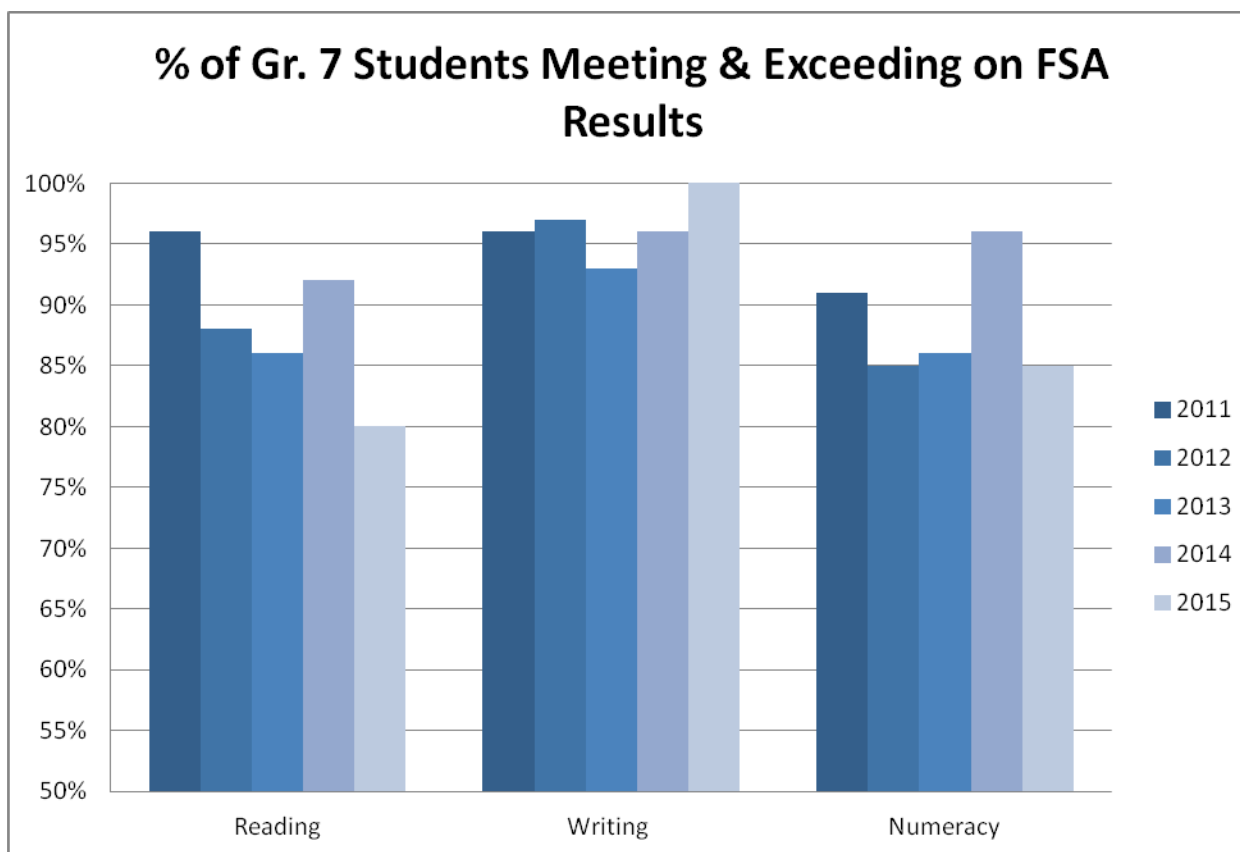
Goal #3 - Strategies/Structures for Numeracy Goal  
(Actions, responsibilities, resources, time lines)

<b>STRATEGIES/MONITORING FOR GOAL ACHIEVEMENT (TO BE DETERMINED BY SCHOOL STAFF)</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES NEEDED</b>	<b><u>Timeline</u></b>
<b>Monitor school wide student performance. Teachers to use the assessments and their observations of students' work to identify student numeracy learning needs and instructional requirements:</b> <b>1. FSA scores for Grade 4's and Grade 7's</b> <b>2. Intermediate letter grades and primary expectations, both using School Math Program Expectations</b>	<b>Teachers, CEA, FNEW and principal</b>	<b>Assessment materials</b>	<b>2013-2016</b>
<b>Research into effective numeracy strategies will continue at the school level (or at specific grade levels), particularly strategies recommended by the District.</b> <b>Develop common numeracy vocabulary, learning resources and strategies across grades that is built on year to year. Staff recommended the following:</b> <b>-manipulatives</b> <b>-Power of Ten (T. Caulkins) materials</b> <b>-Basic Skills Testing (basic facts mastery)</b> <b>-Problème du jour ou de la semaine</b> <b>-partners to work on solving math problems</b> <b>-common process/common vocabulary/common assessment across the grades, e.g. intégrer une procédure, utiliser les étapes pour résoudre un problème; agreement on points assigned to specific sections of problems.</b>	<b>Teachers, CEA, FNEW and principal</b>	<b>Various strategies, common math strategies and year to year sequence developed and approved by our staff, materials, resource people, presenters</b>	<b>2013-2016</b>
<b>Direct instruction using a variety of strategies will be ongoing to help improve foundation math skills and effective problem solving for all students. Ongoing classroom tasks that relate to higher levels of math skills and developing a positive attitude towards using math, such as the following as recommended by the staff:</b> <b>-Students create their own math problems and solve them.</b> <b>-Have a "hard word" problems contest with prizes.</b> <b>-Use math games; students explain how math is part of the game, teach games to peers.</b> <b>-real math problems that are meaningful to students, e.g. calculating area for a bedroom or house, comparison shopping, etc.</b> <b>-math contests from outside of our school to challenge higher achieving students</b>	<b>Teachers, CEA, FNEW and principal</b>	<b>Math curriculum learning standards, resources and common strategies and vocabulary that address learning needs, as developed and implemented by our staff</b>	<b>2013-2016</b>

<p><b>Encourage students' interest in applied math and math facts learning games, math contests. Family math ideas to promote at home, family use of math through games, etc.</b></p> <p><b>Family math program – games are sent home for math support and practice.</b></p> <p><b>Show and Tell idea – students return the games and share them.</b></p> <p><b>Solicit support from our families to a. practice math facts and play math games at home with their children, b. make games for teachers to use in class and send home.</b></p>	<p><b>Teachers, CEA, FNEW and principal, family members</b></p>	<p><b>Math games: game boards, card games, appropriate Internet web sites and computer games, Family Math strategies</b></p> <p><b>A team of parents who will create games on a monthly basis.</b></p>	<p><b>2013-2016</b></p>
<p><b>Classroom teachers and the LART will use small group instruction and adapted materials to support lower achieving math students.</b></p>	<p><b>Teachers, CEA, FNEW and principal</b></p>	<p><b>Various appropriate strategies and materials</b></p>	<p><b>2013-2016</b></p>

## FSA Results January 2011-2015 L'école South Sa-hali Elementary





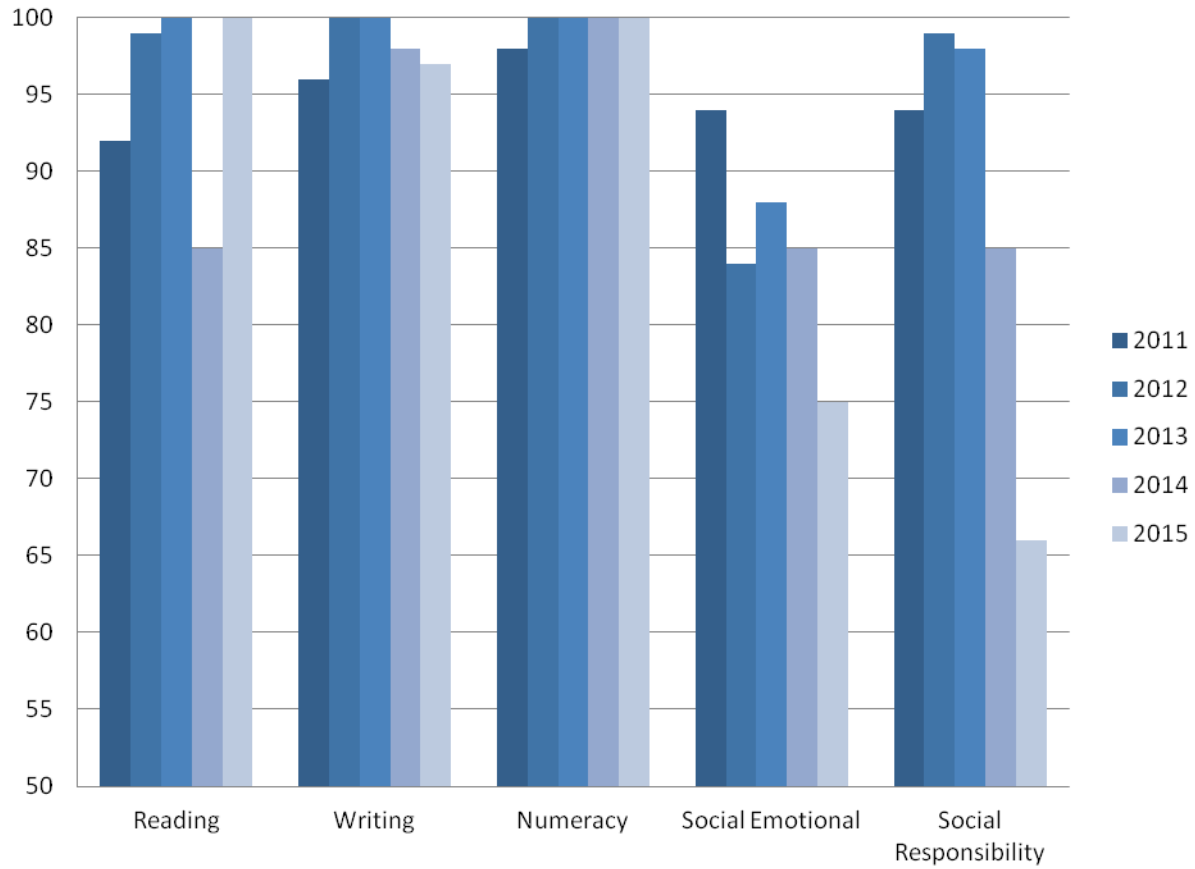
## Report Card Marks (Primary Benchmarks) - L'école South Sa-hali

**March 2011 through March 2015**

### **Report Card Marks – Percentages of Students Meeting and Exceeding Expectations** **(includes minimally meeting)**

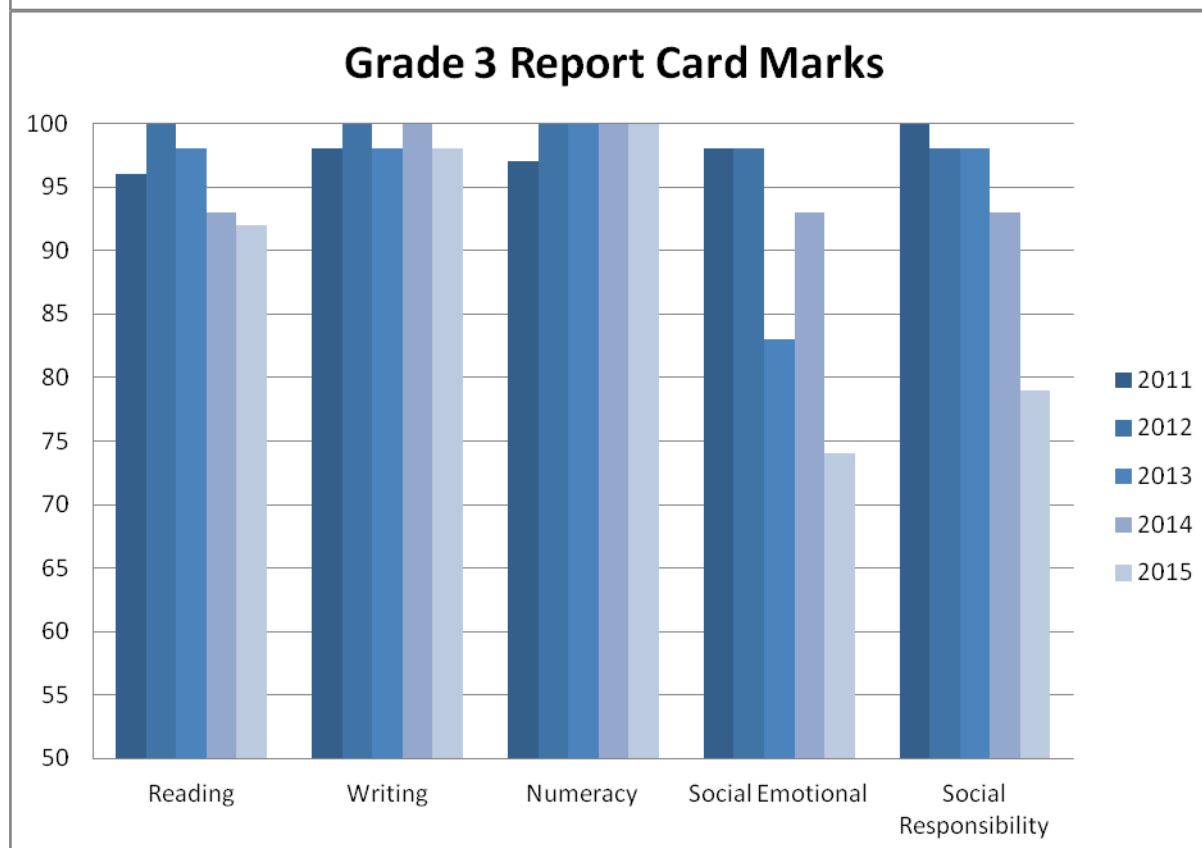
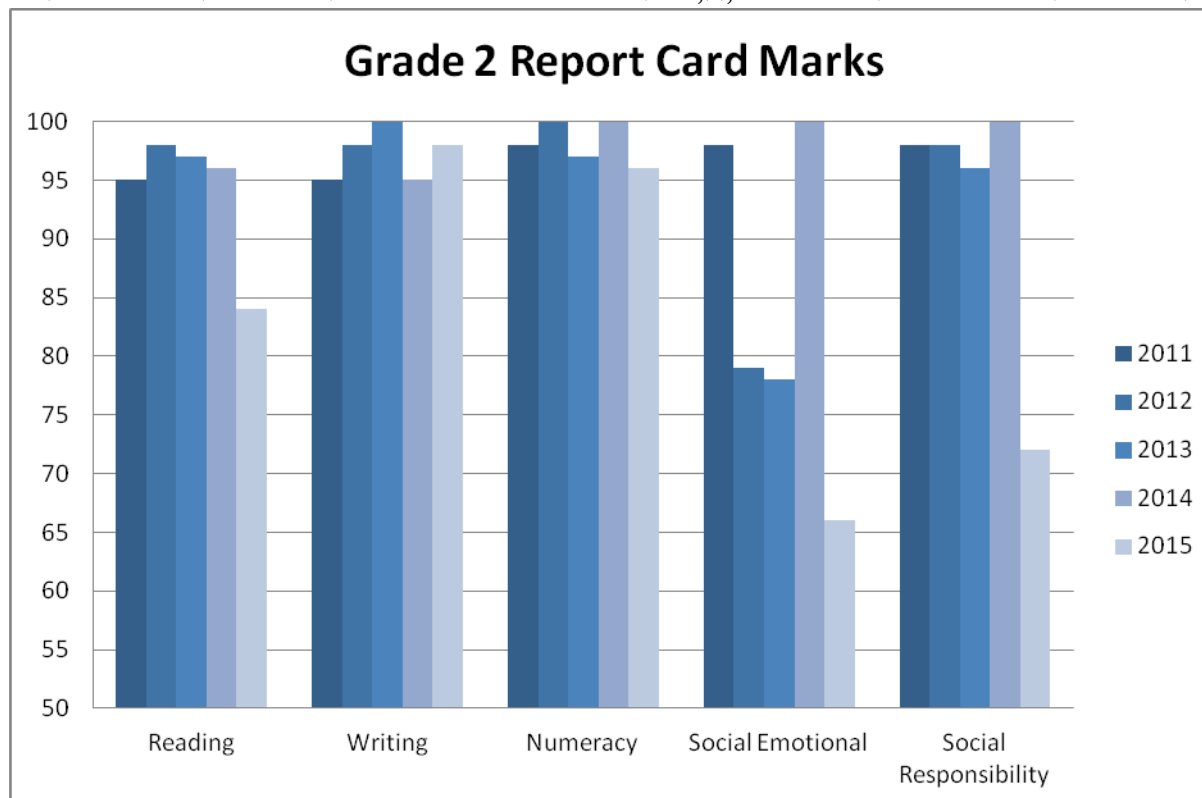
\*PLEASE NOTE THE METHOD OF COLLECTING THE SOCIAL EMOTIONAL AND SOCIAL RESPONSIBILITY OBSERVATIONS FOR GRADES 1,2,3 CHANGED FROM PREVIOUS YEARS.

## Grade 1 Report CardMarks



## **Report Card Marks – Percentages of Students Meeting and Exceeding Expectations** (includes minimally meeting)

\*PLEASE NOTE THE METHOD OF COLLECTING THE SOCIAL EMOTIONAL AND SOCIAL RESPONSIBILITY OBSERVATIONS FOR GRADES 1,2,3 CHANGED FROM PREVIOUS YEARS.



**Report Card Marks – Percentages of Students Meeting and Exceeding Expectations  
(includes minimally meeting)**

\*PLEASE NOTE THE METHOD OF COLLECTING THE SOCIAL EMOTIONAL AND SOCIAL  
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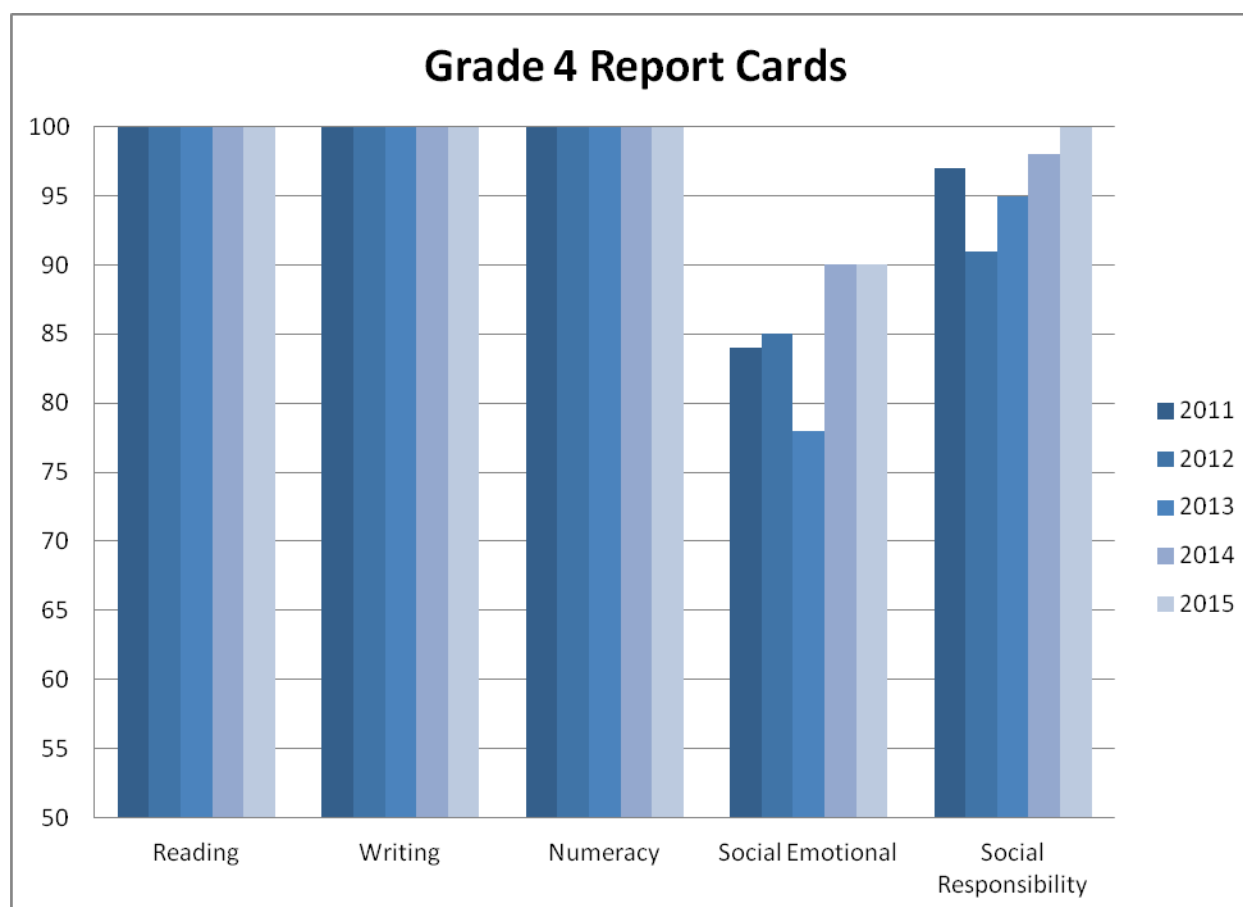
REPORT CARD MARKS (INTERMEDIATE LETTER GRADES) - L'ÉCOLE  
SOUTH SA-HALI

**March 2011 through March 2015**

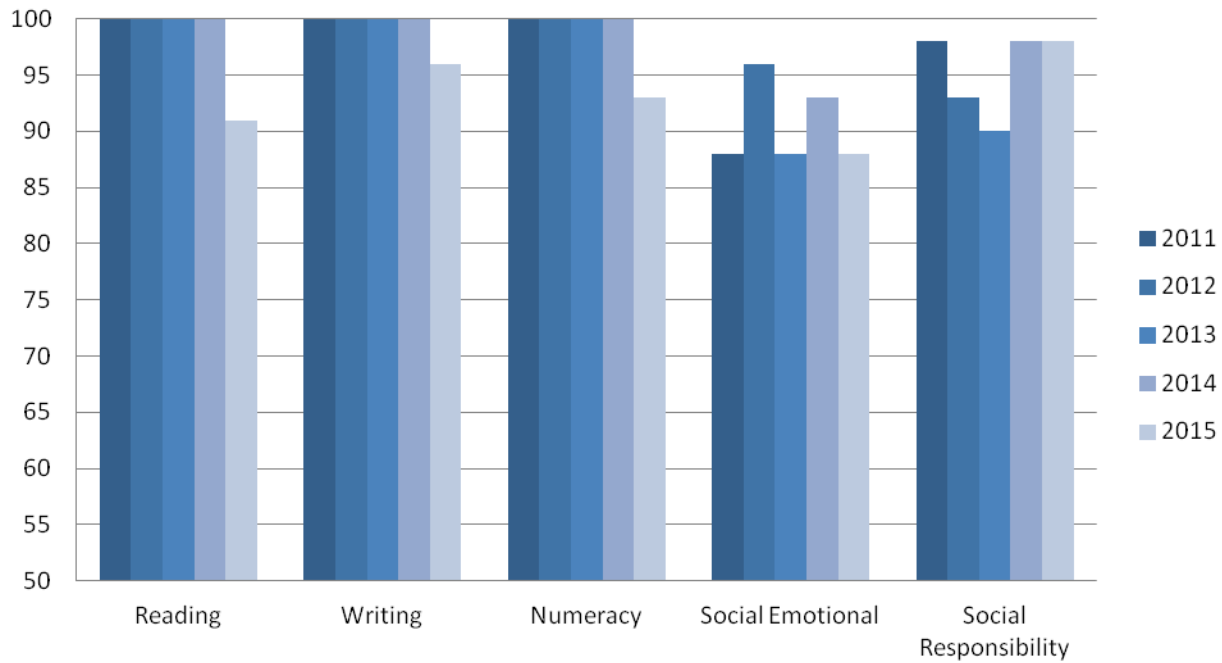
**Report Card Marks – Percentages**

**Intermediate Grades – Reading and writing percentages represented an average of French and English letter grades until March 2013. Now these are reported separately; see appendices.**

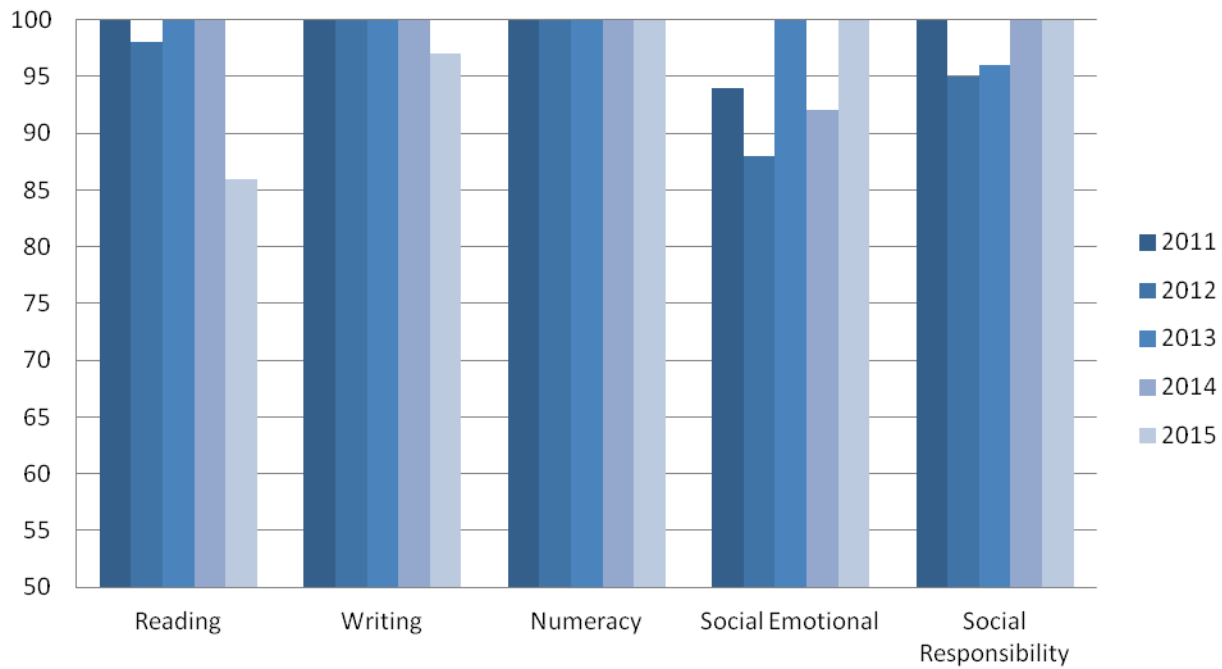
**(Meeting and exceeding are letter grades C, C+, B, A.)**



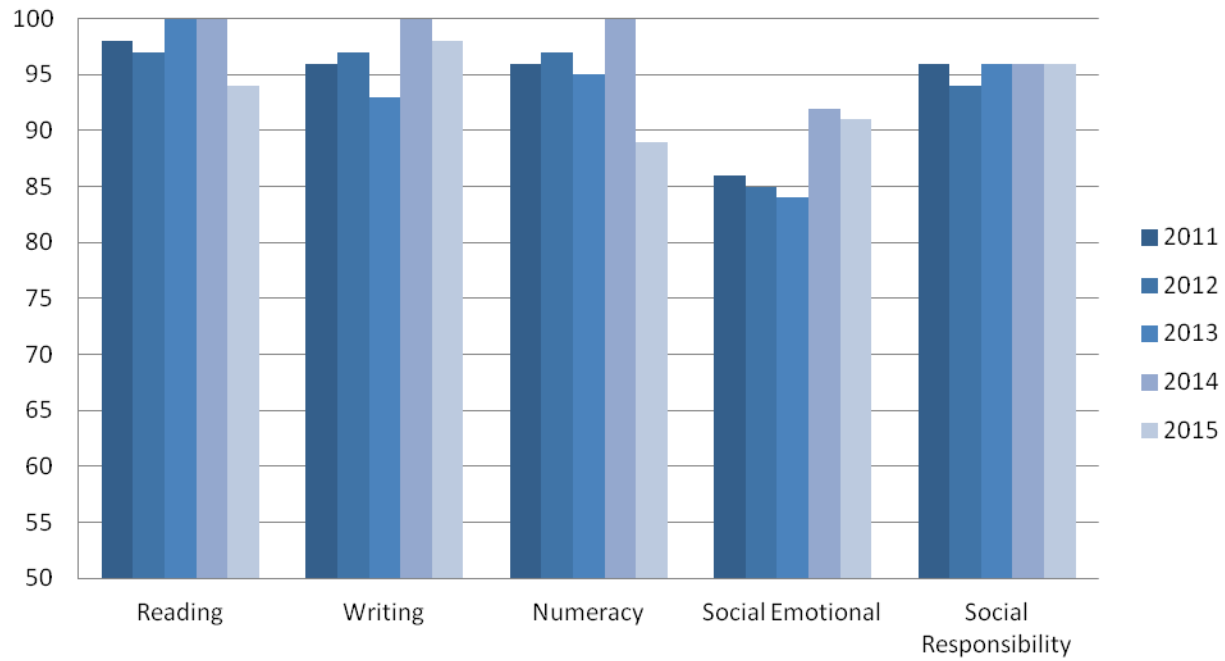
## Grade 5 Report Cards



## Grade 6 Report Card Marks

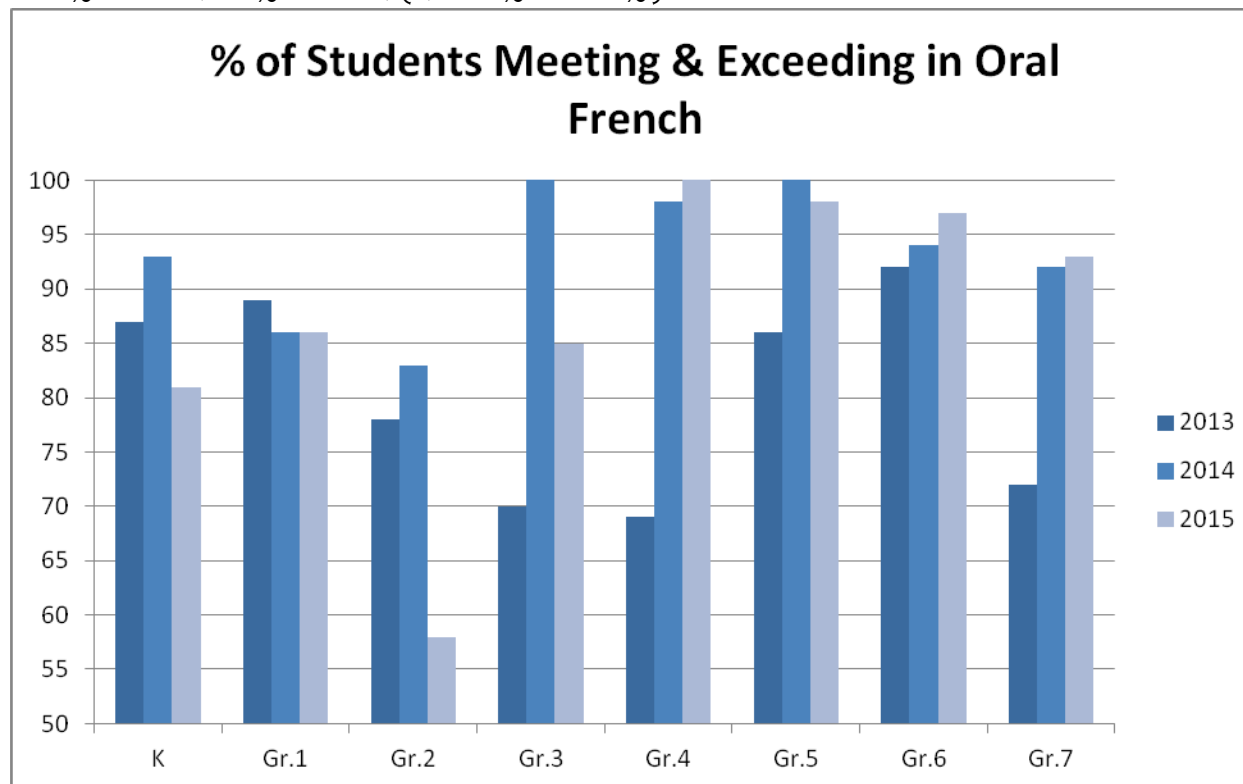


## Grade 7 Report cards



**Report Card Marks (Primary Benchmarks & Intermediate Letter Grades) -  
L'école South Sa-hali  
June 2013 and March 2014, 2015 \*Minimally meeting is excluded.**

\*IF MINIMALLY MEETING WERE INCLUDED, ALMOST ALL WOULD BE 100% WITH THOSE NOT AT 100% IN THE 90% RANGE (EG 93% TO 98%).



**SOCIAL RESPONSIBILITY/OFFICE BEHAVIOUR INTERVENTIONS**  
**(as recorded in office behaviour records)**  
**Sept. 2014 / Jan. 31, 2015**

Behaviour Incidents	Grades	Bullying 3	Rough Play/Physical Aggression 40	Disobedience/ Defiance K-bathroom, kissing 41	Bad Language 2	Verbal Bothering 5	Threats 1	Fighting	Vandalism	Techno
21	K	0	4	16	0	1				
17	1	0	11	5	1	0				
21	2	0	9	10	0	1	1			
2	3	0	2	0	0	0				
1	4	0	1	0	0	0				
14	5	1	7	5	0	1				
5	6	0	4	0	1	0				
11	7	2	2	5	0	2				
<b>Totals:</b>										
92										

Parameters		Totals	
Total Students	364	Total # Incidents:	92
Number Of Students Involved:	40	Serious # Incidents:	38
Girls	10	Student % Not Involved:	89%
Boys	30	Incidents/Total Students:	92/364
Suspensions:	2	Students Involved/Total Incidents:	40/364
Repeat Offenders (+ Incidents):	6	Serious Incidents/Total Incidents:	38
Grades with 5 or more Students Involved:	0	Repeat Offenders/Total Students:	6/364

- 6 STUDENTS WITH 4 OR MORE OFFENCES, ALL BOYS: GRADES K, 1,2,5 = 1.6 % OF SSES STUDENT POPULATION
- 2 OUT OF SCHOOL SUSPENSIONS HAVE OCCURRED

# SOCIAL RESPONSIBILITY/OFFICE BEHAVIOUR INTERVENTIONS

(as recorded in office behaviour records)

Sept. 2013 / Jan. 31, 2014







Behaviour Incidents	Grades	Bullying 18	Rough Play/Physical Aggression 60	Disobedience/ Defiance	Bad Language	Verbal Bothering	Threats	Fighting	Vandalism	Techno
2	K	1	1		0					
78	1	9	24		4		1			
8	2	2	4		1	2				
4	3	2	1		0					
16	4	4	14		1		1			
5	5	0	5		4					
21	6	0	6		3		1			
7	7	0	5		0			2		
<b>Totals:</b>										
141										

Parameters		Totals
Total Students	332	Total # Incidents: 141
Number Of	43	Serious # Incidents: 15
Students Involved:		
Girls	8	Student % Not Involved: 87%
Boys	35	Incidents/Total Students: 141/332
Suspensions:	1	Students Involved/Total Incidents: 43/332
Repeat Offenders (+ Incidents):	11	Serious Incidents/Total Incidents: 15
Grades with 5 or more Students Involved:	1,4,6	Repeat Offenders/Total Students: 11

- 11 STUDENTS WITH 4 OR MORE OFFENCES, 1 GIRL, 10 BOYS: GRADES 1, 4, 6 = 3.4 % OF SSES STUDENT POPULATION
- 1 OUT OF SCHOOL SUSPENSION HAS OCCURRED

# SOCIAL RESPONSIBILITY/Office behaviour interventions (as recorded in office behaviour records) Sept. 2012 / June 2013

Behaviour Incidents	Grades	Bullying	Rough Play/Physical Aggression	Disobedience/ Bad Defiance	Bad Language	Verbal Bothering	Threats	Fighting	Vandalism	Technology	Disrespect
	K		21	18	2	4					2
	1		13	19	4	5	1				
	2		0	0	0	0					
	3		11	5	1	8	2				
	4	4	4	4	2	2					
	5	2	7	8	5	7	2		2		1
	6	12	15	2	0	3		1	7	4	3
	7	6	5	7	1	5				1	2
<b>Totals:</b>		<b>24</b>	<b>76</b>	<b>63</b>	<b>15</b>	<b>34</b>	<b>5</b>	<b>1</b>	<b>9</b>	<b>5</b>	<b>8</b>

Parameters		Totals	
Total Students	325	Total #	240 
Number Of Students Involved:	49	Serious #	13
Girls	7	Student % Not Involved:	85% 
Days	42	Incidents/Total Students:	0.74 
Suspensions:	1	Students Involved/Total Incidents:	0.20 
Repeat Offenders + (Incidents):	11  All boys; some different from Sept-June	Serious Incidents/Total Incidents:	4.6%
Grades with 2 or more offences	K,6, 7	Repeat Offenders/Total Students: 11	3.4% 

## ADDITIONAL INFORMATION ABOUT REPEAT OFFENDERS, ALL BOYS:

- 6 REPEAT OFFENDERS FROM THE SEPT-JAN PERIOD WERE NOT REPEAT OFFENDERS DURING FEB-JUNE, EITHER NOT PARTICIPATING IN ANY INCIDENTS (2) OR REDUCING THEIR INCIDENTS TO LESS THAN 4.
- 3 REPEAT OFFENDERS CONTINUED A SIMILAR PATTERN DURING THE SECOND HALF OF THE YEAR.
- 8 BOYS APPEARED AS REPEAT OFFENDERS DURING THE FEB-JUNE PERIOD. THESE BOYS ALL HAD

A PAST HISTORY OF BEHAVIOUR CHALLENGES.

- 11 STUDENTS WITH 4 OR MORE OFFENCES, ALL BOYS: K, GRADES 1, 3, 4, 6 = 3.7% OF SSES STUDENT POPULATION

### **Ratios of Behaviour Incidents Sept. 2012-Jan. 31, 2013**

<b>All incidents/school population</b>	<b>125/325 = 38.5%</b>
<b>Students with incidents/all incidents</b>	<b>46/125 = 37%</b>
<b>Serious incidents/all incidents</b>	<b>26/125 = 21%</b>
<b>Students with repeated incidents (4 or more)/school population</b>	<b>12/325 = 3.7%</b>
<b>Students with repeated incidents (4 or more)/students with incidences population</b>	<b>12/46 = 26%</b>

# SOCIAL RESPONSIBILITY/Office behaviour interventions (as recorded in office behaviour records) Sept. 2012 / Jan. 2013 – ALL INCIDENTS

## L'ÉCOLE SOUTH SAHALI

BEHAVIOUR INCIDENTS		BULLY-ING	ROUGH PLAY/ PHYS AGGRESSIONS	DISOBEDIENCE/ DEFIANCE	BAD LANGUAGE	VERBAL BOTHERING	THREATS	FIGHTING	VANDALISM	TECHNOLOGY	DISRESPECT
	K		7	14	2	4					1
<b>TOTAL</b>											
	1		8	18	4	5	1				
<b>TOTAL</b>											
	2										
<b>TOTAL</b>											
	3		6	5	1	1	2				
<b>TOTAL</b>											
	4	2	2	2	1	1					
<b>TOTAL</b>											
	5	1	3	1	1	1	2				
<b>TOTAL</b>											
	6	2	8	3		1			4	1	
	7	2	4	1	1	2					
<b>TOTAL</b>											
<b>TOTAL</b>		<b>7</b>	<b>38</b>	44	<b>10</b>	15	5	0	<b>4</b>	1	1
											125

- 46/325 STUDENTS HAVE BEEN INVOLVED IN THE ABOVE 125 INFRACTIONS. = 14% OF SSES STUDENT POPULATION
- 46 STUDENTS = 8 GIRLS, 38 BOYS
- 86% OF SSES STUDENT POPULATION HAS NOT BEEN INVOLVED IN BEHAVIOUR INFRACTIONS REQUIRING OFFICE INTERVENTION.
- 12 STUDENTS WITH 4 OR MORE OFFENCES, ALL BOYS: K, GRADES 1, 3, 4, 6 = 3.7% OF SSES STUDENT POPULATION
- 34 STUDENTS WITH LESS THAN 4 OFFENCES = 10.5 % OF SSES STUDENT POPULATION
- NO OUT OF SCHOOL SUSPENSIONS HAVE OCCURRED.

**SOCIAL RESPONSIBILITY/Office behaviour interventions**  
**(as recorded in office behaviour records)**  
**Sept. 2012 / Jan. 2013 – SERIOUS INCIDENTS**  
**(as requested by the School Planning Council)**

L'ÉCOLE SOUTH SAHALI

BEHAVIOUR INCIDENTS		BULLY-ING	ROUGH PLAY/ PHYS AGGRESSIONS	DISOBEDIENCE/ DEFIANCE	BAD LANGUAGE	VERBAL BOTHERING	THREATS	FIGHTING	VANDALISM	TECHNOLOGY	DISRESPECT
	K										
TOTAL											
	1		3		2		1				
TOTAL											
	2										
TOTAL											
	3						2				
TOTAL											
	4	2	1			1					
TOTAL											
	5					1	2				
TOTAL											
	6	2	3							1	
	7	1	3			1					
TOTAL											
TOTAL		5	10		2	3	5			1	
											26

17 students = 3 girls, 14 boys = 5 % of students

# SOCIAL RESPONSIBILITY/Office behaviour interventions (as recorded in office behaviour records) Sept. 2011 / Jan. 2012

## L'ÉCOLE SOUTH SAHALI

BEHAVIOUR IDENTIFIERS		BULLY-ING	ROUGH PLAY/PHYSAGGRESSES	DISOBEDIENCE/DEFIANCE	BAD LANGUAGE	VERBAL BOTHERING	THREATS	FIGHTING	VANDALISM	TECHNOLOGY	DISRESPECT
	K		13	11							
<b>TOTAL</b>											
	1		1	4		1					
<b>TOTAL</b>											
	2		2								
<b>TOTAL</b>											
	3	5	18			1					
<b>TOTAL</b>											
	4	3	6			3					
<b>TOTAL</b>											
	5	12	2	4	1	2		2			8
<b>TOTAL</b>											
	6	4	8		3		1				2
	7	1	1		2	3	1				
<b>TOTAL</b>											
<b>TOTAL</b>		<b>25</b>	<b>51</b>	19	<b>6</b>	10	2	2			10

- 60/315 STUDENTS HAVE BEEN INVOLVED IN THE ABOVE 125 INFRACTIONS. = 19% OF SSES STUDENT POPULATION
- 60 STUDENTS = 9 GIRLS, 51 BOYS
- 81 % OF SSES STUDENT POPULATION HAS NOT BEEN INVOLVED IN BEHAVIOUR INFRACTIONS REQUIRING OFFICE INTERVENTION.
- NO OUT OF SCHOOL SUSPENSIONS HAVE OCCURRED.
- 26 STUDENTS WITH MORE THAN ONE OFFENCE.
- GRADES WITH 5 OR MORE STUDENTS WITH MORE THAN ONE OFFENCE: K, GR. 3, 5

# SOCIAL RESPONSIBILITY/Office behaviour interventions (as recorded in office behaviour records) Sept. 2010 / Jan. 2011

## L'ÉCOLE SOUTH SAHALI

BEHAVIOUR INCIDENTS		BULLY-ING	ROUGH PLAY/ PHYSAGGRESSES	DISOBEDIENCE/ DEFIANCE	BAD LANGUAGE	VERBAL BOTHERING	THREATS	FIGHTING	VANDALISM	TECHNOLOGY	DISRESPECT
	K										
TOTAL											
	1	4	11	2					1		
TOTAL											
	2		3	1							1
TOTAL											
	3	6	6	1							
TOTAL											
	4	3	4	1							3
TOTAL											
	5		3	4	3						
TOTAL											
	6			2							
	7		1	14		2					3
TOTAL											
TOTAL		13	28	25	3	2			1		7

- 50/325 STUDENTS HAVE BEEN INVOLVED IN THE ABOVE 79 INFRACTIONS. = 15% OF SSES STUDENT POPULATION
- 50 STUDENTS = 13 GIRLS, 37 BOYS
- 85 % OF SSES STUDENT POPULATION HAS NOT BEEN INVOLVED IN BEHAVIOUR INFRACTIONS REQUIRING OFFICE INTERVENTION.
- NO OUT OF SCHOOL SUSPENSIONS HAVE OCCURRED.

## SCHOOL RECOGNITION OF **EXCELLENCE** IN FIVE DOMAINS – INTERMEDIATE STUDENTS

	10-11	11-12	12-13	13-14	
ACADEMIC ACHIEVEMENT	41%	%	29%	44%	
ACADEMIC IMPROVEMENT	30%	%	29%	17%	
ACADEMIC EFFORT	44%	%	41%	52%	
SERVICE	77%	%	66%	74%	
ATHLETICS	38%	%	38%	34%	
FINE ARTS	41%	%	40%	52%	

\*11-12 WAS THE JOB ACTION YEAR AND SERVICE AND ATHLETICS WERE THE ONLY CATEGORIES RECOGNIZED.

## MINISTRY OF EDUCATION SATISFACTION SURVEYS – **GRADE 4 RESPONSES**

### % REPORTING “ALL OF THE TIME” OR “MANY TIMES”

	10-11	11-12	12-13	13-14	
“ARE YOU GETTING BETTER AT MATH?”	83%	%	59%	87%	
“AT SCHOOL, DO YOU RESPECT PEOPLE WHO ARE DIFFERENT FROM YOU (FOR EXAMPLE, THINK, ACT, OR LOOK DIFFERENT)?”	96%	%	95%	95%	
<b>% REPORTING “AT NO TIME” OR “FEW TIMES”</b>					
“AT SCHOOL, ARE YOU BULLIED, TEASED, OR PICKED ON?”	18%	%	16%	20%	
	%	%	%	%	

## SATISFACTION SURVEYS – **GRADE 7 RESPONSES**

### % REPORTING “ALL OF THE TIME” OR “MANY TIMES”

	10-11	11-12	12-13	13-14	
“ARE YOU GETTING BETTER AT MATH?”	69%	%	82%	78%	
“AT SCHOOL, DO YOU RESPECT PEOPLE WHO ARE DIFFERENT FROM YOU (FOR EXAMPLE, THINK, ACT, OR LOOK DIFFERENT)?”	81%	%	95%	96%	
<b>% REPORTING “AT NO TIMES” OR “FEW TIMES”</b>					
“AT SCHOOL, ARE YOU BULLIED, TEASED, OR PICKED ON?”	24%	%	13%	13%	

## SATISFACTION SURVEYS – **PARENTS’ RESPONSES**

### % REPORTING “ALL OF THE TIME” OR “MANY TIMES”

	10-11	11-12	12-13	13-14	
“ARE YOU SATISFIED WITH THE DEVELOPMENT OF YOUR CHILD’S MATH SKILLS AT SCHOOL?”	68%	%	62%	60%	
“ARE PERSONAL DIFFERENCES RESPECTED AT YOUR CHILD’S SCHOOL?”	78%	%	83%	78%	
<b>% REPORTING “AT NO TIMES” OR “FEW TIMES”</b>					
“AT SCHOOL, IS YOUR CHILD BULLIED, TEASED, OR PICKED ON?”	11%	%	10%	0	

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**DISTRICT GOAL****LITERACY****Maintenance School Goal - Literacy**

STUDENTS WILL IMPROVE SKILLS IN READING.

RATIONALE

ÉÉSS staff observed 2011, 2012, 2013 FSA results which describe reading achievement in English based on mostly multiple-choice questions. Staff also reviewed March 2011, June 2012, March 2013 report card marks for French and English reading. In addition, teachers have discussed student achievement in reading at our school and described students' needs that they observe. In general, ÉÉSS students are achieving well in reading. Teachers have been, and are continuing to, review and experiment with innovative strategies for reading instruction and assessment that has come to the fore in education. The staff has implemented many new strategies to better support all readers. The staff believes that these strategies have become part of our ongoing practice and would like to move on to working on our students' writing.

Performance Indicators

- School District 73 primary reading assessment levels
- Foundation Skills Assessment (FSA) for Grades 4 and 7, reading comprehension scores
- Reading letter grades for intermediate students (Grades 4 through 7)

Performance Targets

School District 73 primary reading assessment levels

- By the end of Grade 2 a minimum of 90% of our primary students will meet or exceed expectations (includes minimally meeting, also described as approaching).

FSAs for Grades 4 and 7, reading comprehension scores

- a minimum of 90% of our Grades 4 and 7 students will meet or exceed expectations (includes C)

**Maintenance Goal - Strategies/Structures for Reading Goal**  
(Actions, responsibilities, resources, time lines)

<b>STRATEGIES/MONITORING FOR GOAL ACHIEVEMENT (TO BE DETERMINED BY SCHOOL STAFF)</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES NEEDED</b>	<b><u>Timeline</u></b>
--	------------------------------	-------------------------	------------------------

<b>Monitor school wide student performance. Teachers to use the assessments to identify student reading comprehension learning needs and instructional requirements:</b> <b>1. FSA scores for Grade 4's and Grade 7's</b> <b>2. Intermediate letter grades and SD73 primary reading assessment levels</b>	<b>Classroom teachers and principal</b>	<b>Assessment materials</b>	<b>2011-2014</b>
<b>Research into effective reading strategies will continue at the school level (or at specific grade levels), particularly ones recommended by the District. Teachers will use various strategies: Reading Power strategies (fiction and nonfiction), Daily 5, CAFÉ and SMART Learning.</b> <b>Develop common reading comprehension vocabulary and strategies across grades that is built on each year (School Literacy Program Expectations)</b>	<b>Reading team, teachers and principal</b>	<b>Various reading materials to support the strategies</b>	<b>2011-2014</b>
<b>Direct instruction using a variety of strategies will be ongoing to help improve reading comprehension. Ongoing classroom tasks that relate to higher level comprehension strategies such as inferences, analyses, interpretation.</b>	<b>Grades 2-7 classroom teachers</b>	<b>Reading PLOs, reading resources and strategies that address higher level reading comprehension</b>	<b>2011-201</b>
<b>Continue to search for High Interest/Low Vocabulary materials, particularly in French, to increase reading interest and comprehension.</b> <b>Reinforce positive culture of reading already in place; encourage this positive interest even more in French.</b>	<b>Teachers and teacher-librarian</b>	<b>Reading materials</b>	<b>2011-2014</b>
<b>Initiate library or lunch time programs that motivate readers to participate in a variety of reading activities. Search for new ideas that motivate students to read.</b>	<b>Teachers and teacher-librarian</b>	<b>Reading materials</b>	<b>2011-2014</b>
<b>Encourage students' Internet research in the fiction/non-fiction areas in French when students are working in a French subject area.</b>	<b>Teachers and teacher-librarian</b>	<b>Computers and appropriate Internet web sites</b>	<b>2011-2014</b>
<b>Classroom teachers and the LART will use small group instruction and adapted materials to support lower achieving readers.</b> <b>Staff will investigate using common Language Arts blocks to facilitate small group instruction in levelled groups.</b>	<b>Teachers and LART</b>	<b>Various reading materials to support the strategies</b>	<b>2011-2014</b>
<b>Use of Kurzweil software for students requiring reading compensatory strategies.</b>	<b>Classroom teachers and LART</b>	<b>Computers, Kurzweil software</b>	<b>2011-2014</b>

### School Improvement Plan for 2013-2016

Meetings held: Jan. 19, Feb.23, March 10, April 8, 2015

Parent: Cheryl Martin

Signature: \_\_\_\_\_

Parent: Jeff Miniely

Signature: \_\_\_\_\_

Parent: Kristin Sandeman-Allen

Signature: \_\_\_\_\_

Parent: Bithia Harris

Signature: \_\_\_\_\_

Teacher : No teacher participation

Principal: Patti Holm

Signature: \_\_\_\_\_

Vice Principal: Christey Hughes

Signature: \_\_\_\_\_

**Reviewed at a staff meeting on April 13, 2015**  
**Reviewed at a PAC meeting on April 16, 2015**

\_\_\_\_\_ PAC signature

**APPENDICES WITH RAW DATA**  
**Foundations Skills Assessment (FSA) Data**

		Reading					Writing					Numeracy				
Grade	Level	PLU	NY	MT	EX	MT & EX	PLU	NY	MT	EX	MT & EX	PLU	NY	MT	EX	MT & EX
4	2011															
	Range															
	School #		1	20	10	30	1	0	30	0	30		2	20	9	29
	School %		3%	65%	32%	97%		0%	97%	0%	97%		6%	65%	29%	93%
	District #		19%	62%	16%	78%		12%	82%	1%	83%		11%	70%	15%	85%
	2012															
	School #		5	38	4			4	41	2			5	39	3	
	School %		10%	79%	8%	87%		8%	85%	4%	89%		8%	77%	13%	90%
	District #		19%	64%	11%	75%		13%	77%	4%	81%		19%	64%	12%	76%
	2013															
	School #		1	30	8			3	35	1			3	27	9	
	School %		3%	77%	21%	98%		8%	90%	3%	93%		8%	69%	13%	82%
	District #		14%	67%	15%	82%		18%	76%	2%	78%		21%	61%	14%	75%
	2014															
	School #		0	26	15	41		0	41	0			0	20	21	
	School %	2%	0%	62%	36%	98%	2%	0%	98%	0%	98%	2%	0%	48%	50%	98%
	District #	3%	17%	60%	20%	80%	4%	15%	81%	1%	82%	3%	12%	63%	22%	85%
	2015															
	School #		3	25	3	28		4	27		27		1	25	5	30
	School %		10%	81%	10%	91%		13%	87%		87%		3%	81%	16%	97%
	District #	4%	16%	67%	13%	80%	4%	13%	82%	1%	95%	4%	20%	64%	12%	76%
		READING					WRITING					NUMERACY				
Grade	Level	PLU	NY	MT	EX	MT & EX	PLU	NY	MT	EX	MT & EX	PLU	NY	MT	EX	MT & EX
7	2011															
	School #		2	32	15	47		2	46	1	47		3	35	10	45
	School %		4%	65%	31%	96%		4%	94%	2%	96%		6%	71%	20%	91%
	District #		11%	64%	22%	86%		10%	81%	3%	84%		17%	69%	10%	79%
	2012															
	School #		3	26	4			0	32	1			4	27	2	
	School %	3%	9%	76%	12%	88%		0	94%	3%	97%		12%	79%	6%	85%
	District #		25%	61%	7%	68%		9%	80%	2%	82%		23%	63%	7%	70%
	2013															
	School #	2	4	28	9		2	1	40	0		3	3	34	3	
	School %	5%	9%	65%	21%	86%	5%	2%	93%	0%	93%	7%	7%	79%	7%	86%
	District #	4%	18%	67%	11%	78%	4%	8%	87%	1%	88%	1%	25%	65%	6%	71%
	2014															
	School #	0	2	19	3		0	1	23	0		0	1	21	2	
	School %	0%	8%	79%	13%	92%	0%	4%	96%	0%	96%	0%	4%	88%	8%	96%
	District #	4%	16%	68%	12%	80%	4%	10%	84%	2%	86%	3%	28%	63%	6%	69%
	2015															
	School #		9	32	4	36			45		45		7	35	3	38
	School %		20%	71%	9%	80%			100%		100%		16%	78%	7%	85%
	District #	5%	24%	61%	10%	71%	6%	9%	85%	1%	86%	6%	24%	65%	5%	70%

## Report Card Data - March

\*PLEASE NOTE THE METHOD OF COLLECTING THE SOCIAL EMOTIONAL AND SOCIAL RESPONSIBILITY OBSERVATIONS FOR GRADES 1,2,3 CHANGED FROM PREVIOUS YEARS.

Year	Grade	Reading 2011-2013 – COMBINED MARK OF ENGLISH AND FRENCH READING GRADES 3-7 2014 – ENGLISH READING ONLY *GR. 3 LANG ARTS MARKS ARE NOT REPORTED AS READING, WRITING, SPEAKING LISTENING.				Writing 2011-2013 – COMBINED MARK OF ENGLISH AND FRENCH WRITING GRADES 3-7 2014 – ENGLISH WRITING ONLY *GR. 3 LANG ARTS MARKS ARE NOT REPORTED AS READING, WRITING, SPEAKING, LISTENING.				Numeracy				Social Emotional			Social Responsibility		
		NY	MM	MT	EX	NY	MM	MT	EX	NY	MM	MT	EX	NY	MT	EX	NY	MT	EX
2011	1	8%		84%	8%	4%		88%	8%	2%		77%	21%	6%	90%	4%	6%	88%	6%
2012		1%		83%	16%	0		86%	14%	0		90%	10%	10%	83%	1%	1%	98%	1%
2013		0	11%	56%	33%	0	18%	76%	6%	0	9%	87%	4%	2%	83%	15%	4%	98%	0
2014		Gr1	No	Eng	Rdg	Gr2	No	Eng	Writ	0	17%	83%	0	15%	85%	0	15%	85%	0
2015		Gr1	No	Eng	Rdg	Gr2	No	Eng	Writ	0	5%	88%	7%	25%	62%	13%	34%	51%	15%
2011	2	5%		60%	35%	5%		83%	12%	2%		86%	12%	2%	88%	10%	2%	96%	2%
2012		2%		38%	60%	2%		91%	7%	0		83%	17%	21%	60%	19%	2%	74%	24%
2013		3%	29%	45%	23%	0	26%	61%	13%	3%	19%	68%	10%	22%	68%	10%	4%	77%	19%
2014		Gr2	No	Eng	Rdg	Gr2	No	Eng	Writ	0	9%	77%	14%	0	86%	14%	0	86%	14%
2015		Gr2	No	Eng	Rdg	Gr2	No	Eng	Writ	5%	12%	79%	5%	34%	47%	19%	28%	58%	14%
2011	3	4%		85%	11%	2%		98%	0	8%		85%	12%	2%	94%	4%	0	100%	0
2012		0		70%	30%	0		88%	12%	0		85%	15%	5%	98%	0	2%	88%	10%
2013		2%	11%	37%	50%	2%	15%	57%	26%	0	4%	72%	24%	17%	74%	9%	2%	98%	0
2014										0	3%	77%	20%	7%	79%	14%	7%	79%	14%
2015		2%	36%	45%	17%	2%	36%	45%	26%	0	2%	83%	14%	26%	31%	43%	21%	36%	43%

Year	Grade	Reading 2011-2013 – COMBINED MARK OF ENGLISH AND FRENCH READING GRADES 3-7 2014 ONWARD – ENGLISH READING ONLY				Writing 2011-2013 – COMBINED MARK OF ENGLISH AND FRENCH WRITING GRADES 3-7 2014 ONWARD – ENGLISH WRITING ONLY				Numeracy				Social Emotional			Social Responsibility		
		NY	MM	MT	EX	NY	MM	MT	EX	NY	MM	MT	EX	NY	MT	EX	NY	MT	EX
2011	4	0		94%	6%	0		100%	0	0		77%	23%	16%	54%	30%	3%	40%	57%
2012		0		93%	7%	0		100%	0	0		74%	26%	15%	62%	23%	9%	38%	53%
2013		0	2%	82%	16%	0	10%	80%	10%	0	0	63%	37%	22%	39%	39%	5%	39%	56%
2014		0	2%	64%	34%	0	2%	86%	12%	0	0	61%	39%	10%	60%	30%	2%	31%	67%
2015		0	0	90%	10%	0	0	68%	32%	0	0	55%	45%	10%	32%	58%	0	39%	61%
2011	5	0		80%	20%	0		80%	20%	0		46%	54%	12%	42%	46%	2%	37%	61%
2012		0		79%	21%	0		79%	21%	0		54%	46%	4%	75%	21%	7%	32%	61%
2013		0	6%	82%	12%	0	4%	84%	12%	0	10%	67%	23%	12%	41%	47%	10%	19%	71%
2014		0	5%	84%	11%	0	5%	69%	26%	0	0	74%	26%	7%	33%	60%	2%	38%	60%
2015		0	0	93%	7%	0	5%	80%	15%	0	7%	66%	27%	12%	54%	34%	2%	39%	59%
2011	6	0		74%	26%	0		71%	29%	0		74%	26%	6%	29%	65%	0	17%	83%
2012		2%		90%	8%	0		83%	17%	0		61%	39%	12%	39%	49%	5%	27%	68%
2013		0	5%	73%	22%	0	0	65%	35%	0	0	69%	31%	0	31%	69%	4%	25%	71%
2014		0	4%	74%	22%	0	4%	81%	15%	0	0	57%	43%	8%	48%	44%	0	21%	79%
2015		3%	3%	75%	%	0	5%	81%	14%	0	0	72%	28%	0	50%	50%	0	6%	94%
2011	7	2%		86%	12%	4%		90%	6%	2%		74%	24%	14%	47%	39%	4%	29%	67%
2012		3%		85%	12%	3%		88%	9%	3%		79%	18%	15%	44%	41%	6%	41%	53%
2013		0	16%	57%	27%	7%	21%	51%	21%	5%	18%	56%	21%	16%	61%	23%	4%	47%	49%
2014		0	0	87%	13%	0	4%	79%	17%	0	0	54%	46%	8%	34%	58%	4%	29%	67%
2015		2%	7%	40%	51%	2%	0	60%	38%	0	11%	62%	27%	9%	24%	67%	4%	18%	78%

## Report Card Data - March

		Oral French				French Reading				French Writing									
Year	Gr	NY	MM	MT	EX	NY	MM	MT	EX	NY	MM	MT	EX	NY	MT	EX	NY	MT	EX
2013	<b>K</b>	0	13%	67%	20%														
2014		0	7%	86%	7%														
2015		0	19%	72%	9%														
2013	<b>1</b>	0	11%	63%	26%	0	11%	56%	33%	0	18%	76%	6%						
2014		4%	10%	78%	8%	15%	15%	55%	15%	2%	17%	73%	8%						
2015		4%	11%	68%	18%	0	21%	54%	25%	4%	20%	57%	20%						
2013	<b>2</b>	3%	19%	55%	23%	3%	29%	45%	23%	0	26%	61%	13%						
2014		2%	15%	65%	18%	4%	11%	39%	46%	5%	9%	68%	18%						
2015		5%	37%	58%	0	16%	37%	28%	19%	2%	33%	63%	2%						
2013	<b>3</b>	0	30%	56%	14%	-	-	-	-	-	-	-	-						
2014		0	0	93%	7%	7%	17%	60%	16%	0	10%	80%	10%						
2015		0	14%	64%	21%	7%	2%	45%	45%	2%	24%	52%	21%						

Year	Gr	Oral French				French Reading				French Writing									
		NY	MM	MT	EX	NY	MM	MT	EX	NY	MM	MT	EX	NY	MT	EX	NY	MT	EX
2013	4	2%	29%	56%	13%														
2014		0	2%	91%	7%	0	2%	83%	15%	0	0	95%	5%						
2015		0	0	48%	52%	0	0	61%	39%	0	0	87%	13%						
2013	5	0	14%	78%	8%														
2014		0	0	84%	16%	0	5%	68%	26%	0	10%	90%	0						
2015		2%	0	88%	10%	2%	7%	71%	20%	2%	2%	76%	20%						
2013	6	0	8%	77%	15%														
2014		0	6%	78%	16%	0	4%	81%	15%	0	8%	85%	7%						
2015		0	3%	78%	19%	3%	11%	69%	17%	3%	0	91%	6%						
2013	7	7%	21%	55%	17%														
2014			8%	79%	13%	0	0	54%	46%	0	0	71%	29%						
2015		0	7%	53%	40%	2%	4%	76%	18%	0	3%	73%	24%						

# SOCIAL RESPONSIBILITY/Office behaviour interventions (as recorded in office behaviour records) Sept. 201\_ / June 201\_

Behaviour Incidents	Grades	Bullying	Rough Play/Physical Aggression	Disobedience/Defiance	Bad Language	Verbal Bothering	Threats	Fighting	Vandalism	Technology	Disrespect
	K										
	1										
	2										
	3										
	4										
	5										
	6										
	7										
<b>Totals:</b>											

Parameters	Totals
Total #	Total #
Students	Incidents:
Number Of	Serious #
Students	Incidents:
Involved:	
Girls	Student % Not
	Involved:
Days	Incidents/Total
	Students:
Suspensions:	Students
	Involved/Total
	Incidents:
Repeat	Serious
Offenders	Incidents/Total
+	Incidents:
Incidents):	
Grades with	Repeat
or more	Offenders/Total
Students	Students:
Involved:	