

# Buckingham Elementary School

615 George Street • Buckingham, Québec • J8L 2E1  
 ☎(819)986-3191 • 📠 (819) 986-3281 • 📧 buckingham@wqsb.qc.ca



**Our Mission: Strong Relationships Growing Healthy Minds To Go Beyond**

## Buckingham Elementary School Success Plan 2016 – 2017.

\*Review of Strategies and where we will be going for the 16 – 17 school year.

\*Focus & Strategies: Data, Academic, Culture & Behaviour, Staff Development

\*Approved @ Governing Board: January 11<sup>th</sup>

### 1. Data – School Success Team

Objective	Priority	Expected Outcome	Strategy	Review, Reflect, Refine or Discard	Way Forward	Evidence of Impact...
To increase student achievement in core subjects  *Note the objective will be the same all throughout – we have different priorities & strategies within this objective*	Use School Success teams to target challenging areas in core subjects, identify strategies that will target different achievement levels, track progress and measure impact. .	Increase in success on end of year exams & summative results.	Focus on collaborative planning and aligning the curriculum. Follow through data team process as a school success team: 1-) Collect and chart data 2-)Analyze data and prioritize needs 3-) Set, review, and revise incremental SMART goals. 4-) Select common instructional strategies. 5-) Determine results indicators. 6-) Monitor and evaluate results. 7-) Measure impact  Use research to focus on effective strategies that will have the greatest impact (Hattie, Jenson, Data Team Resources).	Improve it	<b>School Success team:</b> Lesson Planning, common assessments (cycle 1 – 3), impact with Cycle 1 sight words/vocabulary development, FSL vocabulary development and Cycle 2/3 Situational Problems.  Cycle Meetings – focused on school success activities  PD Sessions from consultants & Sam  Killingbeck Grant - \$14,000 dollars to work on a Daily 5 Math initiative.	

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## 2. Academic

To increase student achievement in core subjects	Cycle 2.2 Math Teachers from NANs schools to meet throughout the year with the Math consultant	Common understanding of Math expectations at Cycle 2, increased achievement in Math.	Cycle 2.2 NANS network of teachers focus on expectations, common planning and data. Problem solving for NANs situations	Keep & Improve it - This initiative evolved into a planning network.	16-17 year: NANs teachers will meet to collaboratively plan, create common assessments, and look at data (uncovering what the data means in small rural schools – what will have the biggest impact?)	<b>Evidence of Impact...</b>
To increase student achievement in core subjects	Differentiate a balanced French literacy program to meet the needs of the diverse levels in the classrooms	Increased achievement in FSL	Build and reinforce a balanced literacy program: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Comprehension</li> <li>• Vocabulary development</li> <li>• Oral communication</li> <li>• Written production</li> </ul> <p>Common planning with consultant and other teachers from the school board, (networks and external partnerships).</p>	Keep & Improve it – This initiative has been rejuvenated – with the high turnover of FSL teachers @ BES.	16-17 year: FSL teachers will work closely with the consultant and other lead teachers within WQSB – support in competency expectations & how to evaluate.	
To increase student achievement in core subjects	Depth of vocabulary knowledge	Vocabulary enrichment in English and French	French: <ul style="list-style-type: none"> <li>• PWIM</li> <li>• Visuals</li> <li>• Writing</li> </ul> <p>English Cycle 1: Sound prints – Use non-fiction reading material, highlight rich vocabulary, explicitly teach vocabulary, have students read and write with new vocabulary.</p> <p>Align French and English whole school units expanding vocabulary and making connections between languages.</p>	Keep & Improve It.	Continue Sound Prints planning and implementation in the classroom.  Theme word walls visible in each classroom  Student friendly definitions used to explain vocabulary within meaningful contexts  PD opportunity for staff about robust vocab (Sam & Literacy Consultant)  Focus on vocabulary as a school	

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					success team – focused on strategies and measuring impact (ex. tier 2 words – words typical of mature speakers or “book language” - are chosen as vocab words in lessons)	
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### 3. Culture & Behaviour

<p>To ensure a healthy and safe school environment for all students</p>	<p>To provide the structures and supports to have individual students reach their full potential</p>	<p>Use Gordon Neufeld’s Attachment Theory to prevent turbulent situations and to work with students in crisis.</p>	<p>Participate and implement Gordon Neufeld training, Teachability factor, based on developmental science. Grounded with the understanding that the context for raising children is their attachments to those responsible for them.</p>	<p>Keep it &amp; improve it</p>	<p>We will continue to use Gordon Neufeld’s Attachment Theory to prevent turbulent situations and to work with students in crisis.</p> <p>Provide staff the opportunity to take part in Neufeld’s “Teachability” seminar.</p> <p>Bring back Tribes – intertwine this philosophy with Neufeld</p> <p>Re-focus on Olweus – intertwine this philosophy – schoolwide relaunch</p>	<p><b>Evidence of Impact...</b></p>
<p>To ensure a healthy and safe school environment for all students</p>	<p>To provide structures and supports to have individual students feel safe and secure at Buckingham Elementary</p>	<p>Use our AB/AV Plan in partnership with TTFM, Olweus, VIP Partnership &amp; Tribes Philosophy</p>	<p>Participate and implement the Olweus Anti-Violence &amp; Anti-Bullying philosophy – weekly meetings and a school wide relaunch (Not in my school campaign).                  Participate and implement the VIP Partnership Program in conjunction with the Gatineau Police Revitalization of the Tribes Philosophy</p>	<p>NEW</p>	<p>Weekly class meetings – community circles that discuss pertinent themes within violence and bullying prevention</p> <p>VIP Partnership Program – working with the Gatineau Police</p> <p>Tribes Awards &amp; Assemblies – staff refresher training</p>	

### 4. Staff Development

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<p>To increase student achievement in core subjects</p>	<p>Implement a Staff Development Plan – tied to our priorities</p>	<p>To ensure high quality instruction, curriculum proficiency, quality planning, focus on learning, focus on data to inform instruction, high expectations for all students</p>	<ul style="list-style-type: none"> <li>• Shared vision</li> <li>• Teacher/Admin meeting</li> <li>• Drop-ins/QFF</li> <li>• Lesson observations and debriefs (by administration and teachers observing colleagues)</li> <li>• Standards and Procedures/Long term planning</li> <li>• Portfolio (teachers being evaluated)</li> <li>• Staff sharing external PD</li> <li>• Cycle team meetings focused on planning and student progress</li> <li>• Participating in partnerships: networks, PD, leadership roles</li> <li>• School success teams</li> <li>• Visible learning – focus on the 4 strands</li> <li>• Collaborative planning</li> </ul>	<p>Keep and improve it.</p>	<p>Continue meetings with teachers and teacher supervision.</p> <p>Lesson Planning (all cycles), common assessments (all cycles), impact with Cycle 1 sight words/vocabulary development, FSL vocabulary development and Cycle 2/3 Situational Problem</p>	
<p>To increase student achievement in core subjects</p>	<p>To close the gap between term results and exam results</p>	<p>Gap between term results and exam marks              What are the students able to achieve independently?              How much support is too much support?              Small class perspective.</p>	<ul style="list-style-type: none"> <li>• Collect and chart data</li> <li>• Analyze data and prioritize needs</li> <li>• Set, review, and revise incremental SMART goals.</li> <li>• Select Common instructional strategies.</li> <li>• Determine results indicators.</li> <li>• Monitor and evaluate results</li> </ul>	<p>NEW</p>	<p>Analyze Data (school success team, cycle teams)</p> <p>Opportunities for common assessments – working with teachers within the same cycle</p> <p>Co-planning opportunities (provide consistency across the cycles)</p> <p>Use of exemplars to ensure a common standard</p>	

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