| Buckingham | ELA - Target | ELA - Result | Math - Target | Math - Result | FSL - Target | FSL - Result |
|---|---|---|---|---|---|---|
| **16 students** | 13/16 = 81% | 13/16 = 81% | 12/16 = 75% | 12/16 = 75% | 13/16 = 81% | 15/16 = 94% |
| **Male - 9 out of 16** | 7/9 = 78% | 7/9 = 78% | 6/9 = 67% | 6/9 = 67% | 6/9 = 66% | 8/9 = 89% |
| **Female - 7 out of 16** | 6/7 = 86% | 6/7 = 86% | 6/7 = 86% | 6/7 = 86% | 7/7 100% | 7/7 = 100% |

| Objective | Priority | Expected Outcome | Strategy | Review Reflect Refine | Way Forward |
|---|---|---|---|---|---|
| To increase student achievement in core subjects | Use School Success teams to target challenging areas in core subjects, identify strategies that will target different achievement levels, track progress and measure impact. . | Poltimore: ELA 67% = 2/3 FRE 100% = 3/3 MATH 33% = 1/3 <br><br> Buckingham: ELA 81% = 13/16 FRE 81% = 13/16 | 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 <br><br> Use research to focus on effective strategies that will have the greatest impact (Hattie, Jenson, Data Team Resources). | Improve it | **School Success team:** Lesson Planning, common assessments, impact with Cycle 1 sight words/vocabulary development, FSL vocabulary development and Cycle 2/3 Situational Problem <br><br> Learning Mondays: Once a month <br><br> Visible Learning Focus on 4 strands: effective feedback, qualities of a good learner, Learning intentions/success criteria and measuring impact. |

| To increase student achievement in core subjects | Cycle 2 Teachers from NANs schools meet throughout the year | 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 it? Yes Discard it? No Improve it? This initiative evolved into a planning network. | Next year: NANs teachers will meet to collaboratively plan create common assessments, and looking at data. |
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| 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:<br>• Reading<br>• Comprehension<br>• Aim<br>• Vocabulary development<br>• Oral communication<br>• Written production<br><br>Common planning with consultant and other teachers from the school board, (networks and external partnerships). | Keep it? no<br><br>. | This priority has evolved into focusing on French Vocabulary. This priority was too broad. |
| To increase student achievement in core subjects | Depth of vocabulary knowledge | Vocabulary enrichment in English and French | French:<br>• PWIM<br>• Visuals<br>• Writing<br>English Cycle 1:<br>Sound prints – Use non- fiction reading material, highlight rich vocabulary, explicitly teach vocabulary, have students read and write with new vocabulary.<br>Align French and English whole school units expanding vocabulary and making connections between languages. | Keep it and improve it | Continue Sound Prints planning and implementation in the classroom.<br><br>Familiarize teachers with the write traits rubric. Use the word choice section of the write traits rubric to evaluate progress.<br><br>Have consultant do presentation on vocabulary enrichment<br><br>Focus on vocabulary as a school success team – focused on strategies and measuring impact |

| To increase student achievement in core subjects | To provide the structures and supports to have individual students reach their full potential | Use Gordon Neufeld's Attachment Theory to prevent turbulent situations and to work with students in crisis. | 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. | Discard it <br><br> We did the preschoolers course but did not do the Teachability course | We will continue to use Gordon Neufeld's Attachment Theory to prevent turbulent situations and to work with students in crisis. |
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| To increase student achievement in core subjects | Follow Staff Development Plan | To ensure high quality instruction, curriculum proficiency, quality planning, focus on learning, focus on data to inform instruction, high expectations for all students | <ul><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> | Keep and improve it. | Continue meetings with teachers and teacher supervision.<br> Have a clear focus on the 4 strands of Visible Learning.<br>**Visible Learner:**<br>What does good learning look like at Buckingham/Poltimore Elementary? Shared definition of an effective learner at our school. Use vocabulary during learning situations.<br>**Inspired and Passionate Teachers:**<br>Teacher clarity – Create effective learning intentions and success criteria that are understood by all<br>**Effective Feedback:**<br>Learn about effective feedback, implement and have feedback observations<br>**Knowing Thy Impact:**<br>**School Success team:**<br>Lesson Planning, common assessments, impact with Cycle 1 sight words/vocabulary development, FSL vocabulary development and Cycle 2/3 Situational Problem |