

STUDENT ACHIEVEMENT PLAN

Sturgeon Creek School & Nestor Falls School

PURPOSE

Levelling up achievement outcomes and experiences for every student. For each priority and indicator, schools will use level data on their student populations to further refine actions.

Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve literacy learning and achievement

INDICATORS:

- Increase language comprehension through phonological awareness and vocabulary building
- Use CORE phonics survey, and a word knowledge inventory to collect data to drive instruction/intervention
- If less than 60% of students achieve a skill, Tier 1 intervention is implemented (classroom teacher)
- Increased teacher efficacy and understanding of evidence-based teaching/learning

Goal: Improve math learning and achievement

INDICATORS:

- More proficient at recalling math facts, using a digital tool for practice at school and home
- Daily number work
- All achievement skills are developed (thinking) and all strands, specifically Data Management
- If less than 60% of students achieve a skill, Tier 1 intervention is implemented (classroom teacher)
- Increased teacher efficacy and understanding of evidence-based teaching/learning

Preparation of Students for Future Success

Goal: Improve graduation rates and preparedness for future success

INDICATORS:

- Teach/reinforce a positive mindset with all students
- Intermediate students will participate in Xello (3/year) and Techway Lessons

Student Engagement and Well-Being

Goal: Improve participation in class time and learning

INDICATORS:

- **Maintain** attendance rates, students/families have a positive attitude about attending school
- Engaging lessons and activities planned
- Relationships, all staff with all students, to improve sense of belonging

Goal: Improve student well-being

INDICATORS:

- Equity lens used when making school based decisions
- Daily physical activity scheduled
- Extra-curricular opportunities provided
- Restorative work when there is a conflict