

### 3. Elementary School Growth Plan - Writing: September 2020 – June 2022 (Updated December, 2021)

<b>School</b>	West Sechelt Elementary		
<b>Background</b>	Total Enrollment: 264 (Primary: 126; Intermediate: 138)		
<b>Data Summary</b>	<ul style="list-style-type: none"> <li>School and classroom data</li> <li>Provincial assessments</li> <li>Aboriginal student success</li> <li>Students with IEPs</li> </ul>		
<b>Data Analysis</b>	School-wide writing activity – November 2021		
<b>Targets</b>	<b>December 2020</b>	<b>March 2021</b>	<b>September 2021</b>
	<ul style="list-style-type: none"> <li>Teachers participate in CARE workshops as offered.</li> <li>Teachers continue with grade-group writing activities</li> </ul>	<ul style="list-style-type: none"> <li>Continue with CARE workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Meet as primary and intermediate teams to create the plan for the fall to move to coordinated whole-school student writing activities twice per year for assessment/growth in the fall.</li> <li>Meet as primary and intermediate teams to establish norms/writing samples of the new 4-point assessment scale: Emerging/Developing/Proficient/Extending</li> </ul>
<b>Progress on Target</b>			
<b>Strategy/ Action</b>	Use the writing traits rubric to mark the assessment. Participate in Adrienne Gear's sessions as a staff (time-in-lieu funding to participate).		
<b>Engaging Parents</b>	Share school goals at the October PAC meeting		
<b>Engaging Indigenous Educ Team</b>	Collaborate with Mary Jo Hunt (Indigenous Suppt. T.) about the performance of the Indigenous students. Review the data in the Indigenous student binder.		
<b>Connections to District Plans</b>	<i>1d) Our students will be literate. They will be effective communicators, critical thinkers and engaged citizens.</i>		

<b>Budget</b>	Professional Development	TLC funds available for all teachers who participate in CARE sessions with Adrienne Gear. $15 \times .4 \text{ FTE} \times 4 = 15 \times 170 \times 4 = \$10,200$
	Resources	Adrienne Gear's writing book was offered to all participants who attended her workshop who wanted one.
<b>Principal</b>	Jeff Marshall	
<b>Team Members</b>	<p><b>Primary team:</b> Patty Dressler, Michelle Smart, Tlell Bristow, Johanna Marion, Ashly Fraser, Meghan Campbell, Melissa Paolozza, Katherine Andres, and Jyl Stinson.</p> <p><b>Intermediate team:</b>, Jyl Stinson, Chris Allen, Lisa Allen, Raun Desharnais, Julie Rempel, and Ray Clayton.</p> <p><b>Support Team:</b> Michelle Smart (reading), Danielle Arsenault (librarian), Ron Fremont(inclusion support), Dani Lawson (inclusion support), Mary-Jo Hunt (Indigenous educ), Karen Broom (English Language Learning), Steve Karagianis (music), Douglas Hagerman (music), Kate Cree (counsellor), Emily Hoy (counsellor) and Jeff Marshall (principal).</p>	

## 4. Elementary School Growth Plan - Math: September 2020 – June 2022

<b>School</b>	West Sechelt Elementary		
<b>Background</b>	Total Enrollment: 247 (Primary: 117; Intermediate: 130)		
<b>Data Summary</b>	<ul style="list-style-type: none"> <li>School and classroom data</li> <li>Provincial Assessments</li> <li>Aboriginal Student Success</li> <li>Students with special needs</li> </ul>		
<b>Data Analysis</b>	Begin process of data assessment K-7		
<b>Targets</b>	<b>December 2020</b>	<b>March 2021</b>	<b>June 2021</b>
	Teachers continue with CAMP sessions	Teachers continue with CAMP sessions	
<b>Progress on Target</b>	Exploration of another way to meet everyone's needs includes <i>pushing-in</i> support		
<b>Strategy/ Action</b>	<ul style="list-style-type: none"> <li>Teachers participate in CAMP (Primary) and CAMP (Intermediate) to investigate curriculum and strategies.</li> <li>Doug Styles (IST) and Ron Fremont (IST) supporting teachers in the adaptation and in-class support of Shelley Moore's guidelines.</li> </ul>		
<b>Engaging Parents</b>	Share school goals at the October PAC meeting		
<b>Engaging Indigenous Educ Team</b>	Collaborate with Bonnie Finotti (Indigenous Suppt. T.) about the performance of the Indigenous students. Review the data in the Indigenous student binder. Promote ways to include Indigenous ways of knowing as they relate to mathematics.		
<b>Connections to District Plans</b>	<i>1e) Our students will be numerate. They will have the skills and tenacity to interpret and apply mathematical understandings in flexible, functional and creative ways.</i>		
<b>Budget</b>	Professional Development		
	Resources	SD46 ENGAGE (Ex. Shelley Moore)	

<b>Principal</b>	Jeff Marshall
<b>Team Members</b>	<p><b>Primary team:</b> Patty Dressler, Michelle Smart, Eryn Dowler, Amy Brooks, Melissa Paolozza, Jen Bisset, Katherine Andres, and Jyl Stinson.</p> <p><b>Intermediate team:</b> Katherine Andres, Jyl Stinson, Lisa Allen, Chris Allen, Raun Desharnais, Julie Rempel, and Ray Clayton.</p> <p><b>Support team:</b> Michelle Smart (reading), Jen Goerzen (librarian/reading), Doug Styles (inclusion support), Ron Fremont (inclusion support), Bonnie Finotti (Indigenous educ), Karen Broom (English Language Learning), Johanna Marion (fine arts/technology), Steve Karagianis (music), Douglas Hagerman (music), and Kate Cree (counsellor).</p>