

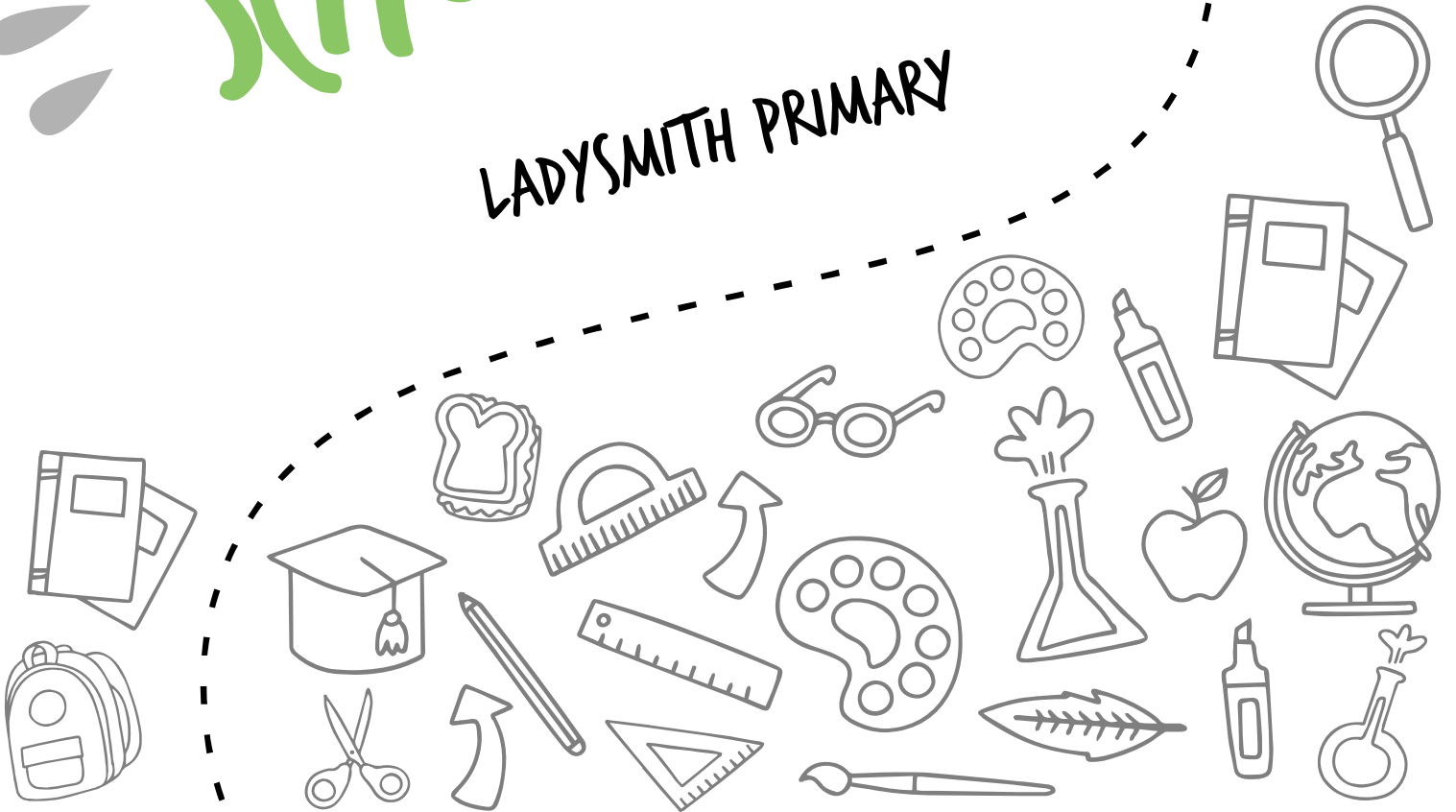
# 2019-20

LADYSMITH  
PRIMARY



# SCHOOL PLAN

LADYSMITH PRIMARY



# LPS 19/20 2019

**Darlene Crane**

## STEP 1) GENERAL SCHOOL STORY (WHO WE ARE)

2019-12-20



### WHAT ARE THE UNIQUE, POSITIVE CHARACTERISTICS OF OUR SCHOOL?

Ladysmith Primary is a unique school within our district. Our school is comprised of 15 divisions Kindergarten to Grade 3. With nearly 85 kindergarten students, our school has been experiencing rapid growth as our community is shifting from a retirement based community to a family based community. Ladysmith is one of the fastest growing communities in British Columbia based upon per capita.

We recognize our school is supported by incredible community support including a highly supportive, active PAC. Our PAC has been supportive of our instructional goals by providing school wide resources, including sensory walks and a variety of calming, self-regulating tools and targeted instructional resources to address school goals based upon literacy assessments. Our school vision is "We will be an encouraging and safe environment that empowers all children to develop socially, emotionally and academically through rich relevant learning. "

### WHAT ARE THE IMPORTANT DEMOGRAPHICS OF OUR SCHOOL AND COMMUNITY?

Our school population has increased in 4 years by over 60 students. This has resulted in our school facility including six portables that house classrooms for grade two and three students. Ladysmith has a diverse economic base that includes a significant number of families employed by forestry industry so families can be impacted by local labor issues and/ or seasonal impacts. At times, our school works to support children in need for lunch, warm clothes, instructional materials, etc. In addition, due to the

small town environment, many families travel to nearby (25 min.) Nanaimo or Duncan for work or for family shopping needs. This often impacts families' abilities to participate in school events. While our school PAC is very active and involved, a small number of families volunteer which often creates turnover and over-stretching of those individuals.

During the upcoming months, our school community will be engaged in consultative opportunities related to facilities planning.

## WHAT DO WE CELEBRATE?

A school community has developed a culture that celebrates learning. We celebrate our learners' demonstrating resiliency and grit. In addition, a growth mindset is clearly evident. As a school, we value a sense of team and inclusion for our diverse learners.

One significant activity we do to celebrate as a community is through our Monday assemblies. We begin every week with an assembly celebrating students who have given their very best in a variety of ways within our school. Our students' "Knock our socks off" by working hard and not giving up, creativity, offering compassion, and being industrious. We also share the pictures from our assembly on a display in our school.

**Step 1 Notes:** [none]

**Step 1 Completed:**

**2019-12-20**

## STEP 2) WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

2019-12-20



### WHAT ARE THE STRENGTHS AND STRETCHES WE SEE IN OUR LEARNERS?

Given our school's unique structure as a primary school, our school has condensed strengths and stretches in our learners. Our students are eager and excited to learn. Their world is filled with wonder and curiosity. Our school utilizes this joy for learning with school wide focuses and events. Our Family Literacy Week, Winter Light-Up Celebrations, Fine Arts Weeks, etc. have a high level of participation from student and families and the excitement is contagious. The stretches of our students are connected to their very young ages, we have 86 four and five year old learners and 305 students learning to read. Our school is filled with students learning to read, basic numeracy and how to maneuver social relationships and big emotions.

### WHAT EVIDENCE DO WE HAVE OF THESE STRENGTHS AND STRETCHES?

-NLPS data  
-Behaviours for success report card data  
-VI reports  
-SBT referrals

-Staff scanning / conversations/input

scanning.docx

**Scanning**

**Step 2 Notes:**

School team reviews scanning data and NLPS data fall, winter and spring. Grade level teams meet first to identify broad instructional needs and targeted interventions. We also scan for students who need more support with social emotional learning. The school also identifies school wide resources that promote sense of community for our learners.

**Step 2 Completed:****2019-12-20**

## STEP 3) WHAT ARE OUR GOALS? (FOCUSING)

2019-12-20



### WHAT AREAS WILL WE FOCUS ON TO IMPROVE OR ENHANCE SUCCESS FOR OUR LEARNERS BASED ON WHAT WE KNOW ABOUT THEM?

Based upon our scanning of our learners and school community and in connection to our district's strategic plan, we will focus on literacy critical skills, numeracy critical skills and social/emotional growth related to BC Core Competencies.

Skills that require targeted attention include: number sense, phonological awareness, high frequency words, and dealing with big emotions.

School Vision Goals.docx

### WHAT ARE OUR SPECIFIC GOALS?

**School Vision: To provide an encouraging and safe environment that empowers all children to develop socially, emotionally and academically through rich relevant learning.**

***District Goal: The Continuous Improvement of Instruction and Assessment***

*We recognize that school wide language and programs promote a sense of connection for learners and assist in transitions between settings.*

*School Goal 1: To develop school wide structures and supports that promote the social and emotional and academic development of learners.*

*Measureable Targets:*

*Through school-wide use of Haggerty, Word Work, and targeted use of Talking Tables, 95% of students will demonstrate mastery of Phonological Awareness by the end of grade two.*

*Through the use of school-wide structures including phrase cards, sight word rings, practice routines, 95% of students will be proficient with grade level high frequency words.*

*Through the use of Secret Stories and Jolly Phonics, 95% of students will demonstrate proficiency of phonemic awareness by the end of grade 3 (2 year goal).*

*Through the school wide use of Successful Learner Traits, 95% of students will demonstrate improved self-assessments related to the BC Core Competencies.*

***District Goal: Safe, caring and healthy learning and working environment that is inclusive of the diversity of our entire learning community.***

*As a school team, we recognize learning takes patience and time and that each learner develops at different rates and in different ways. In order to meet our learners' needs, we have developed fluid, responsive structures that allow us to provide intervention for students who require extra or diverse learning strategies.*

*School Goal 2: Through targeted small group and individual instruction in the areas of reading, numeracy and social emotional growth, students will demonstrate mastery of grade level skills and sense of emotional well-being.*

*Measureable Targets: Students who receive Tier 2/3 intervention, will demonstrate mastery of identified critical skills on NLPS Literacy Assessment, LPS Numeracy Assessment, and Core Competency self-assessment/Teacher observation.*

***District Goal: Truth and reconciliation***

*As a school team, we recognize collectively and independently we have a role in moving our community forward in the reconciliation and healing process. We commit that in our school wide structures, Aboriginal Understandings will be embedded. In addition, we commit to carefully monitoring the progress of our students with First Nations heritage through the use of the our districts' monitoring form.*

*School Goal 3: All school programming and structures will include a meaningful connection to First Nations Principles and Understandings.*

*Measurable Targets:*

*100% school wide initiatives will integrate Aboriginal Understandings.*

*All students with Aboriginal ancestry will receive needed supports to be moving towards graduation expectations.*

***District Goal: To be a leader in environment stewardship and sustainability.***

*We recognize the importance of guiding our young learners to have an appreciation for our natural world and the responsibility of all to protect our natural resources.*

*School Goal 4: Through direct teaching and increased commitment, we will increase our students' appreciation of our natural world, increase our students' awareness of our impact on our environment, and reduce our negative impact on our natural world.*

*Measurable Targets:*

*All students will experience outdoor learning opportunities that help create a sense of connection to and appreciation of our natural world.*

*95% used felts/markers will be recycled through our participation in the Crayola recycle program.  
All classes will utilize the organic waste bins.*

Part of the process.docx

**Step 3 Notes:** [none]

**Step 3 Completed:** **2019-12-20**



## STEP 4) WHAT LEARNING AND ACTION WILL WE TAKE?

2019-12-20



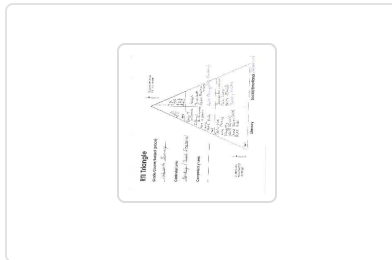
### WHAT WILL TEACHERS LEARN MORE ABOUT TO SUPPORT OUR GOALS?

Our school team, will invest in developing a deeper understanding and fluent use of Haggerty Phonological Awareness materials, Word Work (kindergarten), and Successful Learner Traits.

### WHAT ACTIONS/STRATEGIES WILL WE TAKE/USE (TEACHERS, PARENTS, STUDENTS, AND OTHER STAKEHOLDERS) TO SUPPORT OUR GOALS?

Each month, we will have a school wide focus on a Successful Learner Trait that will be communicated with parents, highlighted at assemblies, and celebrated in classrooms. Teacher teams will develop resource bins that connect Successful Learner Traits to Aboriginal Understandings including literature.

In addition to the Tier 2/3 structures, we will identify students who are in need of additional practice for fluency. Student list and resources will be ready for immediate use.



Informal Intervention.docx

**Step 4 Notes:**

Actions are reviewed, monitored and celebrated at regular intervals during our PLC learning.

**Step 4 Completed:**

**2019-12-20**

## STEP 5) HOW WILL WE KNOW WE ARE MAKING A DIFFERENCE? (CHECKING)

2020-06-26



### WHAT EVIDENCE OF LEARNING WILL WE COLLECT TO CHECK THE PROGRESS ON OUR GOALS?

- NLPS Data
- Student self-assessment
- Staff scanning

**Step 5 Notes:** Reviewed / celebrated PLC and PAC meetings.

**Step 5 Completed:** 2020-06-26

## STEP 6) HOW WILL WE SHARE THIS INFORMATION?

2020-06-26



### HOW WILL WE SHARE OUR PLAN WITH STAFF?

- Staff Meetings
- PLC
- Staff Memos

### HOW WILL WE SHARE OUR GOALS WITH STUDENTS?

- School Assemblies
- School Announcements
- School Bulletin Boards

### HOW WILL WE SHARE OUR GOALS AND PROGRESS WITH PARENTS?

- School Newsletters
- End of the Day School Announcements
- PAC Meetings
- School Website

**Step 6 Notes:** [none]

**Step 6 Completed:** **2020-06-26**

