



<p><b>FSA</b></p>	<p><b>FSA</b> 84% meeting or exceeding in reading  66% meeting or exceeding in math  59% meeting or exceeding in writing</p>	<p><b>FSA</b> 84% meeting or exceeding in reading  66% meeting or exceeding in math  59% meeting or exceeding in writing</p>	<p><b>FSA</b> *FSA has been moved to October (from February) and has a new format.</p>	<p><b>FSA</b> 63% On Track or Extending learning in reading  72% On Track or Extending learning in numeracy  87% On Track or Extending learning in writing</p>	<p>85% meeting or exceeding in reading  75% meeting or exceeding in math  75% meeting or exceeding in writing</p>
<p><b>Kindergarten Concepts About Print</b></p>	<p><b>Concepts About Print</b> 63% of Kindergarten students meeting expectations on Concepts About Print</p>	<p><b>Concepts About Print</b> 78% of Kindergarten students meeting expectations on Concepts About Print</p>	<p><b>Concepts About Print</b> 90% of Kindergarten students meeting expectations on Concepts About Print</p>	<p><b>Concepts About Print</b> 79% of Kindergarten students meeting expectations on Concepts About Print</p>	<p><b>Concepts About Print</b> 80% Kindergarten students meeting expectations on Concepts About Print</p>
<p><b>School Math Assessment SNAP</b></p> <p>Communicating and Representing (C &amp; R)</p> <p>Understanding and Solving (U &amp; S)</p> <p>Connecting and Reflecting (C &amp; R)</p> <p>Reasoning and Analysis (R &amp; A)</p>	<p>SNAP- 0% of students (no baseline data)</p>	<p>SNAP Number Sense C &amp; R 75% U &amp; S 58% C &amp; R 60% R &amp; A 56%</p> <p>SNAP Operations C &amp; R 54% U &amp; S 52% C &amp; R 49% R &amp; A 41%</p>	<p>SNAP Number Sense C &amp; R 85% U &amp; S 69% C &amp; R 65% R &amp; A 71%</p> <p>SNAP Operations C &amp; R 54% U &amp; S 54% C &amp; R 55% R &amp; A 54%</p>	<p>SNAP Number Sense C &amp; R 74% U &amp; S 65% C &amp; R 61% R &amp; A 60%</p> <p>SNAP Operations C &amp; R 53% U &amp; S 54% C &amp; R 60% R &amp; A 47%</p>	<p>75% of students meeting or exceeding on SNAP assessments</p>



					Identified students referred for assessments/IEPs
<b>WRITING GOAL</b>					
<b>~All students meet or exceed grade-level expectations in literacy and numeracy~</b>					
Tier 1 High quality instruction for ALL students	Writing to, with and by students <ul style="list-style-type: none"> <li>Morning message</li> <li>Writer's workshop</li> <li>Writing conferences</li> <li>Choice topics</li> <li>Non-fiction writing</li> </ul> Instruction and resources reflect First Peoples Principles of Learning	All staff	January 2017	On-going  Literacy residency Completed 2017  New Application Pending	Literacy Residency program. All staff participated in in-service/collab with Curricular Support Teachers. Focus on writing instruction
Tier 2 Timely and targeted interventions for some students	Small group initial/final sound Small group sentence work Small group phonics and phonemic awareness	Teachers Resource Teacher Learning Assistance Teacher	Fall 2016	On-going	Fluid groups receiving Tier 2 intervention (based on assessments)
Tier 3 Timely and targeted interventions for few students (3-5%)	At risk team meet to identify 'at-risk' students and ensure supports are in place.  RT and LAT responsible for assessment and referral as necessary	Resource Teacher Learning Assistance Teacher	Fall 2016	On-going	Fluid groups receiving Tier 3 intervention (based on assessments)  Identified students referred for assessments/IEPs
<b>NUMERACY GOAL</b>					
<b>~All students meet or exceed grade-level expectations in literacy and numeracy~</b>					
Tier 1 High quality instruction for ALL students	Co-construct an understanding of balanced numeracy and alignment with BC curriculum	Classroom teacher LAT/Learning support teacher/EF teacher	September 2016	June 2017	Balanced approach to numeracy instruction achieved through evidenced-based instruction and assessment
Evidence-based numeracy instruction	Develop school-based assessment package (SNAP, Problem-solving, Computation)	Teachers/Principal/Vice-Principal	January 2019	June 2019	Teaching practices align with BC curriculum
	Purchase additional small group instruction materials	Principal	September 2016	January 2017	Student data will be analyzed to identify efficacy of instruction and targeted intervention
	Purchase math manipulatives	Principal	September 2016	January 2017	

Tier 2 Timely and targeted interventions for some students	Small groups and intervention groups determined based on SNAP assessment	Teachers	Fall 2017	On-going	Fluid groups receiving Tier 2 intervention (based on assessments)
Tier 3 Timely and targeted interventions for few students (3-5%)	Small groups and intervention groups determined based on SNAP assessment and IEP's	Teachers	Fall 2017	On-going	Fluid groups receiving Tier 3 intervention (based on assessments)  Identified students referred for assessments/IEPs
<b>Priority</b>	<b>Improving student achievement and well-being through high quality instruction. (<i>Instruction</i>)</b>				
<b>Goal</b>	<b>To increase students' ability to apply critical, creative and reflective thinking.</b>				
	<b>Description</b>			<b>Baseline Value</b>	<b>Target Value</b>
Outcome/Measure(s)	SCHOOL • Students will be able to self-assess on Competencies and 'I Can' statements			100% of students (no baseline data)	100% of students fully meet or exceed expectations
<b>Strategy</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Start</b>	<b>Completion</b>	<b>Outputs</b>
Students take ownership in learning	Goal setting and self-reflection/self-assessment. Low floor/High ceiling learning activities.  Core Competencies	Classroom teachers  Classroom teachers	September 2016	On-going	Students able to self-assess with competencies
Increase instructional practices that promote critical, creative and reflective thinking	Pro D on project-based, problem-based learning, passion-based learning and inquiry.  Outdoor Education  Smarter Science implementation  Reggio Math in K-1  Grade 1/2 STEM kits	Classroom teachers  Classroom teachers  Classroom teachers  Classroom teachers  Classroom teachers	January 2017  September 2017  September 2015  September 2016  January 2017  September 2017	On-going  On-going  June 2016  On-going  June 2018  On-going	Increased frequency of project-based, problem-based learning and inquiry       After school collab for Grade 1-5 teachers on small group math instruction (math workshop, stretches, conferences, strategies)

	STEM activities integrated into Fun Fridays				
Student-led conferences	Students take ownership over their learning by reflecting upon, setting goals and sharing learning with parent/guardians	Students/Teachers	Fall 2018	June 2019	Students take ownership for learning
<b>Priority</b>	<b>Improving student achievement and well-being through high quality instruction. (<i>Instruction</i>)</b>				
<b>Goal</b>	<b>To enhance personal and social responsibility.</b>				
	<b>Description</b>		<b>2017-2018</b>	<b>2018-2019</b>	<b>Target Value</b>
Outcome/Measure(s)	<ul style="list-style-type: none"> <li>Students using problem solving strategies (WITS)</li> <li>Communication Form/Keeping in Touch Forms</li> </ul>		<p>83% students meeting expectations for solving problems in peaceful ways (WITS)</p> <p>83% students meeting expectations for respectful behaviour</p>	<p>64% students meeting expectations for solving problems in peaceful ways (WITS)</p> <p>77% students meeting expectations for respectful behaviour</p>	<p>100% students meeting expectations for respectful behaviour</p> <p>100% students meeting expectations for respectful behaviour</p>
<b>Strategies</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Start</b>	<b>Completion</b>	<b>Outputs</b>
Establish a PBS committee	Committee meet once a month Report to staff at staff meetings	Committee chair	Fall 2016	On-going	<p>Review of existing practices to promote social responsibility</p> <p>Regular review of school data</p> <p>Oct Tiered Fidelity Assessment completed</p>
Tier 1 High quality instruction to support social-emotional learning for ALL students.	<ul style="list-style-type: none"> <li>PBS PBS Blitz (Sept./Jan/Apr)</li> <li>Instrucitonal strategies that may include <ul style="list-style-type: none"> <li>Mind Up</li> <li>Zones of Regulation</li> <li>Restorative Circles</li> <li>Fun Friends/Friends</li> <li>Buddy classes</li> <li>Mind Yeti</li> <li>Roots of Empathy</li> </ul> </li> </ul>	All staff	Fall 2016	On-going	<p>Student leadership increased (more training included)</p> <p>Identified target area for teaching social responsibility</p> <p>Common language for school expectations</p>

	<ul style="list-style-type: none"> <li>○ Core Competencies</li> <li>○ STEM</li> </ul>				<p>Focus on positive behaviours, virtues</p> <p>Students' increased ability to self-regulate</p>
Tier 2 Timely and targeted interventions for some students	<ul style="list-style-type: none"> <li>• Small group instructional strategies include <ul style="list-style-type: none"> <li>○ Calm</li> <li>○ Restorative practices</li> <li>○ Social skills groups</li> </ul> </li> <li>• Class Review including attachment/self-reg/belonging</li> </ul>	All staff Core Team SBT	Fall 2017	On-going	<p>Students' increased ability to self-regulate</p> <p>Fluid groups determined by data</p> <p>Identify students requiring supports</p>
Tier 3 Timely and targeted interventions for few students (3-5%)	<ul style="list-style-type: none"> <li>• Small groups and intervention groups determined based on assessments and/or IEP's</li> <li>• Team Talk conversation using class review and Shelley Moore tool.</li> <li>• May include EA support</li> </ul>	All staff Core Team SBT District supports Outside agencies	Fall 2017	On-going	<p>Students' increased ability to self-regulate</p> <p>Supports determined by data</p>

**PRIORITY #2 COMMUNITY & CULTURE**

<b>Priority</b>	<b>Strengthening meaningful relationships within and across schools, district and community to support success for students. <i>(Community/Culture)</i></b>		
<b>Goal</b>	<b>To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.</b>		
	<b>Description</b>	<b>2017-2018</b>	<b>Target Value</b>
Outcome/Measure (s)	<ul style="list-style-type: none"> <li>• Increase the sense of meaningful partnership between school and community</li> <li>• Increase the sense of meaningful connections between students and adults</li> <li>• Develop partnership with ADR and the Ed Centre for a reciprocal, enhanced learning experience</li> </ul>	<p>PALS in K classes</p> <p>Longhouse Program for Grade 3</p> <p>Steqo:ye (culture &amp; history experiences in-class with aboriginal presenter)</p>	<p>Aboriginal connection at all grade levels</p> <p>Meeting the goals of the Aboriginal Enhancement Agreement</p>

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Create opportunities for <b>parents</b> to be involved in student learning	Read With Me PALS Project-based learning Place-based learning Ready, Set, Learn Kinderfair	Teachers	Fall 2016	On-going	Parents engaged in a meaningful way with student learning
Strengthen connections to community partners	After-school Adventures	All Staff	Fall 2016	On-going	Community mentors visible in school (YMCA, CAC, Ed Centre, ADR students, community workers)  Students recognize 'at least one caring adult' in their lives
	CSS Mentors	Principal	Fall 2016	On-going	
	ADR and Ed Centre students/activities/ mentors	Teachers	Spring 2018	On-going	
	Partner with Auburn Seniors' Residency	Teachers	Fall 2018	On-going	
Strengthen our connection with Aboriginal families and Sto:lo community	Multi grades participate in Steqó:ye program	All Staff	Fall 2016	On-going	Increase Aboriginal students/families/guardians belonging and engagement at school  Increase the respect and understanding amongst all students and staff of language, culture, governance and history of the Sto:lo and Aboriginal people
	Grade 3-4 students participated in Fraser River program		Fall 2016	June 2018	
	Complete drum-making project		Fall 2016	June 2017	
	Syexw Cho: Leqw- Nature Park new Seabird Island		Fall 2018	June 2019	
	Staff engaged in Aboriginal culture and history learning/collaboration throughout the 16-17 school year		Fall 2016	June 2017	
	Collaborate with local artist to indigenize school logo		Fall 2016	September 2018	
	Community Ties		Aboriginal EA/Classroom Teacher	Fall 2018	Spring 2019
	Imagination Station				

**PRIORITY #3 SOCIAL EMOTIONAL WELLNESS**



<b>Priority</b>	<b>Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety. (Social Emotional Wellness)</b>				
<b>Goal</b>	<b>To foster a positive, respectful workplace culture and sense of community.</b>				
	<b>Description</b>	<b>Baseline Data (2016)</b>	<b>2018-2019</b>	<b>Target Value</b>	
	Robertson Elementary School will strive to be a caring community where <i>ALL</i> members feel a sense of belonging, diversity, well-being and safety.	61% like school many/all of the time on Satisfaction Survey	100% like school many/all of the time on Satisfaction Survey	100% Satisfaction Rate	
<b>Strategy</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Start</b>	<b>Completion</b>	<b>Outputs</b>
Increase opportunities for staff to get together	Staff potluck lunches Informal daily debriefs (candy drawer) EA meetings Secret Valentine Staff Preferences booklet Collaborative projects Friday Bootcamp/Yoga Bowling Monday Morning Memo Meetings	All Staff	September 2016	On-going	On-going participation by staff  Increase of participation in staff bootcamp/yoga
Recognition of positive student behavior	Peer leaders Increase Gotchas Incentives Peer-to-peer bucket filling	All Staff	1923 Gotchas	1580 Gotchas	2500 Gotchas
Recognition of staff contributions	Staff appreciation board Staff Shout Outs	Staff	September 2017	On-going	Actively used by all staff Students recognize staff at assemblies
Transition to a K-5 school	ADR principal attend PAC meeting Leadership opportunities for Grade 3/4/5 students Grad opportunities for Grade 5 students Collaborate as staff as to what a K-15 school could look like <ul style="list-style-type: none"> <li>Playgrounds (name changes)</li> <li>Assessment &amp; reporting</li> <li>Student leadership</li> <li>Assembly focus and layout</li> </ul>	Principal  Principal/Teachers  All Staff	September 2017   September 2018	June 2018  June 2018  June 2019	Sept PAC meeting Parent meetings ADR visits Reduced student anxiety  A newly defined K-5 school  Reduction of playground conflict

**PRIORITY #4 RESOURCES**

<b>Priority</b>	<b>Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (Resources)</b>				
<b>Goal</b>	<b>To align resources to efficiently, and effectively execute the school growth plan.</b>				
	<b>Description</b>		<b>Baseline Value</b>	<b>2017-2018</b>	<b>Target Value</b>
	Regular program reviews to determine efficient and effective use of resources		<b>No review of programs</b>	Reviewed budget in fall and spring to ensure resources are supporting school goals	Regular review of programs to determine efficiency and effective use of resources
<b>Strategy</b>	<b>Action Septs</b>	<b>Person Responsible</b>	<b>Start</b>	<b>Completion</b>	<b>Outputs</b>
Align resources with school goals	Review budget to ensure resources are supporting school goals	Principal	November 2016	On-going	Yearly review programs to determine efficiency and effective use of resources