

Bishop Feild School
1 Year School Development Plan
2020-2021

Goal 1: 1.0: Improve academic achievement.

<p>Objective 1.1: To improve number sense and problem solving skills.</p>	<p>Objective 1.2: To improve reading and writing by June 2021</p>
<p>Strategies:</p> <p>1.1.1 Improve Number Sense Skills by regularly revisiting number concepts through math games, centers/provocations, activities.</p> <p>1.1.2 Develop organized solutions to math problems (problems can be sourced from curriculum guide)</p> <ul style="list-style-type: none"> ● create developmental steps to problem solving (key stage continuum) <p>1.1.3 Creation of key-stage problem solving Google shared math drive</p> <p>1.1.4 Offer monthly math problem / challenge in the Feildian Family Flyer</p>	<p>Strategies:</p> <p>1.2.1 To implement an effective literacy block with a focus on:</p> <ul style="list-style-type: none"> ● Guided Reading & Writing ● Working with words/phonemic awareness ● Oral language (checklist) ● Accuracy (Individualized sight word list) ● Fluency (repetitive reading and timed reading) ● Grammar ● Reading/listening comprehension (focus beyond the text) ● Reader responses ● Independent and shared reading (read-alouds, read with partner) ● Resource, i.e., LLI, Daily Cafe, Blogs/Facebook, Reading & Writing Strategies (Jennifer Serravello), etc. <p>1.2.2 Highlighting and celebrating reading and writing</p> <ul style="list-style-type: none"> ● arts and letters ● poetry (poem in your pocket, poetry fair) ● sharing/reading on announcements and assemblies ● literacy day (guest readers) ● displaying writing ● drama (implement drama focused activities, plays) ● author visits ● writer of the month (whole school) ● book club ● elementary students to write articles for Feildian Flyer/monthly theme ● buddy reading

<p>Indicators of Success:</p> <p>1.1.1/1.1.2</p> <ul style="list-style-type: none"> ● Report card data ● Teacher collaboration ● Student engagement and metacognition self assessment <p>1.1.2 Copies of rubric and exemplars, student work, digital evidence, teacher-student math conferences</p> <p>1.1.3 Drive is in use with documents being shared</p> <p>1.1.4 Promote contest school-wide, recognition for winners in following FFF, house points for participants</p>	<p>Indicators of Success:</p> <p>1.2.1 Classroom schedules reflect literacy blocks (1 to 1.5 hours of uninterrupted instructional time)</p> <p>1.2.1 Literacy Portfolios contain the following documents</p> <ul style="list-style-type: none"> ● Analyzed reading records ● Analyzed writing samples ● Oral language checklists (as in Literacy Place) ● Data that reflects progress <p>1.2.2</p> <ul style="list-style-type: none"> ● Feildian Family Flyer ● School displays ● School calendar
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Goal 1. Support Plan	
Financial	Professional Development
<p>1.1.1 Class set of: small individual whiteboards, miras, calculators, dice, math games both commercial and teacher/volunteer made</p> <p>1.1.2 digital programs i.e. Zorbits</p> <p>1.1.3 Supplies based on the activities, TBD (i.e manipulatives)</p> <p>1.2.1 Basic teaching materials (ie: chart paper/whiteboard stands, consumables, carpet/rugs, beanbags, play based learning materials, technology etc).</p> <p>1.2.1 Elementary classroom teacher ipad for digital assessment</p> <p>1.2.1 Listening centre supplies</p> <p>1.2.1 Easier access to colour printing</p> <p>1.2.1 Baggy books, class sets of books (both French and English)</p> <p>1.2.1 Money to maintain and build the collection of school technology</p> <p>1.2.1 Money for honorariums for visiting artists and for supplies needed for sessions</p> <p>1.2.1 Money to purchase subscriptions</p>	<p>1.1.1/1.1.2 In school planning time to plan and prepare for math blocks</p> <p>1.2.1 In school planning time</p> <p>1.2.1 Planning time to assess continuity of language arts program</p> <p>1.1.1/1.1.2 /1.2.1 Personnel as needed for support in planning and implementing</p> <p>1.2.1 Provide resources to support academic outcomes and interventions</p> <p>1.2.1 Provide PL on resources such as LLI, writing strategies</p>

Goal 2: 2.0: To cultivate a safe, respectful, collaborative, and inclusive school culture amongst all stakeholders; empowering students to become contributing citizens.

<p>Objective 2.1: To foster a positive school climate.</p>	<p>Objective 2.2: To use data to guide school wide behavioural expectations, practices and interventions.</p>	<p>Objective 2.3: To promote health and wellness in our school community.</p>
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<p>Strategies:</p> <p>2.1.1 To continue to participate in relationships first/restorative justice practices.</p> <ul style="list-style-type: none"> ● continue with grade 6 student lead circles ● continue to develop and utilize RJ questions ● provide opportunity for all students to use RJ questioning through role playing and applying in real life situations. ● Use RJ circles when appropriate with staff (i.e., staff meeting) <p>2.1.2 School community recognizes positive behavior of students and rewards their efforts.</p> <ul style="list-style-type: none"> ● Reinstate Star Student and/or monthly awards on regular basis ● Continue to award house points <p>2.1.3 Direct teaching, and reinforcement of school wide behavioural expectations by all school community members.</p> <ul style="list-style-type: none"> ● Feildian Four <p>2.1.4 Direct teaching and reinforcement by all school community members of school procedures and routines through Positive Behavioural Supports workshops.</p> <ul style="list-style-type: none"> ● Behaviour Matrix ● PBS workshop revisited consistently throughout the year (<i> i.e., at least once a term or on an as need basis</i>) 	<p>Strategies:</p> <p>2.2.1. To continue to communicate clear parameters regarding how Review 360 data is used at the school and district level.</p> <p>2.2.2. Staff will use data from Review 360 to inform classroom and school-wide interventions.</p> <p>2.2.3. Share monthly Review 360 reports with staff to be reviewed at staff meetings and/or Monday Memos.</p>	<p>Strategies:</p> <p>2.3.1. To offer school wide wellness activities/events that promote physical/social/mental well-being (pre-planned activities ready to go to ensure they get completed - done September)</p> <p>2.3.2 To promote Teacher Wellness among staff; apply for funding/grants.</p> <p>2.3.3. To incorporate our extended Feildian community (i.e. families) in school wide wellness.</p>
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<p>Indicators of Success:</p> <p>2.1.1. List of the number of classrooms utilizing RF/RJ circles and practices to develop relationships and resolve conflict.</p> <p>2.1.2 Number of points awarded at the end of each month and year with house points and reinstate positive behaviour awards i.e., . announce a few each week on the announcements</p> <p>2.1.3 Improved school climate measured through School Climate Survey by all staff, of social skills (manners, speaking with a respectful tone, greeting someone in the hallway, holding doors for someone, etc.) Lower reports entered on Review 360</p> <p>2.1.4 Positive Behavior Workshop must be implemented, consistently monitored and reviewed.</p>	<p>Indicators of Success:</p> <p>2.2.1. Reported Instances show a more accurate reflection of school wide behaviour</p> <p>2.2.2. Classroom and school-wide interventions based upon data obtained from Review 360</p> <p>2.2.3. Staff informed consistently by administration on school-wide behavioural data.</p>	<p>Indicators of Success:</p> <p>2.3.1a. List of school wide wellness activities completed that promote physical/social/mental well-being such as seasonal and House Team building activities that show school spirit/pride. (ie: Terry Fox Walk, Fruity Friday, Healthy Commotion, Team Sorting Ceremony, Winter Walk, Snow Sculpture Building contest, Team Mission Impossible, Team orienteering, etc...). yoga, meditation, skating, swimming, snowshoeing/orienteering, winter walk, St. Patrick's Day (green snack), music week</p> <p>2.3.1.b. To incorporate a school wellness day where students attend a PD day (sessions throughout the day in cycles on art, music, mental health, physical health, hygiene, etc...).</p> <p>2.3.1.c. To incorporate a healthy living period for 15 - 30 minutes once a cycle (ie: movement break, extra recess, walk around school, etc...).</p> <p>2.3.2 a. PL and social activities focusing specifically on the physical and mental well-being of teachers.</p> <ul style="list-style-type: none"> - after school running/walking club - sewing club - yoga - circles - paint/craft night <p>School Development Plan Bishop Feild School</p>
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Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1 Purchase and preparation of tokens and boxes 2.2.1 Funding for PL on teacher well-being and activity (i.e. Cindy Butt Far Out Fitness) 2.3.1 A token of appreciation for guest speakers	Time for Teacher Wellness PL Time for teacher Preparation for Student Positive Behavior Workshop Time for implementation of Student Positive Behavior workshop