

## **C.M. Finch Elementary School: Framework for Enhancing Learning 2018-2019**

### **Mission Statement**

Our respectful, responsible CM Finch learning community works together to promote each individual's development and lifelong learning in a safe, supportive and caring environment.

### **Context**

CM Finch is a vibrant and caring place. There is a strong sense of community among the families and staff at our school. With the opening of MMMCS our population has decreased by about 100 students. We strive to maintain a positive school climate. We promote the involvement of our community, strong leadership across our school and mentoring between staff and students.

The school wide expectations for social responsibility and monthly school wide focus words that are the basis of assembly teaching and classroom instructions are building blocks for our strong sense of community. Many parents of C.M. Finch learning community have high expectations for the education of their children. Parents volunteer in classrooms, support special activities and events and are also active on our PAC. Our PAC provides a voice for parents as well as running a hot lunch program for the school and organizing family activities such as Spring Fling and the school carnival. PAC has also provided funds for all the classrooms to support special activities, projects, or the purchase of items. PAC recently purchased and installed new playground equipment.

### **Intellectual Goals**

#### **Reading and Writing**

Strong reading and writing skills are essential for students to meet career goals and be lifelong learners.

#### **Numeracy**

Strong numeracy skills are essential for students to meet career goals and manage personal finances.

#### **Communication Core competency (Ministry of Education)**

Communication Core Competency encompasses the set of abilities that students use to impart and exchange information; share experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity, positive relationships, and the world in which they interact.

### **Language Arts Objectives**

To have all students display strong literacy skills, including strong reading fluency and comprehension skills as well as strong writing skills.

#### **Targets**

- A) To have all primary and intermediate students meeting or exceeding the School District's Reading Assessment at their appropriate grade level.
- B) Primary students: Meet or exceed expectations in ELA on their final Report Card.
- D) To have kindergarten students to show strong phonemic awareness.
- E) To have intermediate and primary students develop strong writing skills.
- F) To have students with literacy related IEP goals meet them.
- G) To have students who are on Annual Instruction Plan to meet their goals.

### **Numeracy**

#### **Objectives:**

- 1. To have students develop strong numeracy skills.
- 2. To have students with numeracy related IEP goals achieve them.

### **Social Responsibility**

**Goal: to maintain a safe learning environment where the school community displays a sense of belonging and is socially responsible.**

In order for people to perform at their optimum level they need to feel safe. Safety and a sense of belonging are basic needs that must be met in order to move to the higher stages of reasoning and learning. The goal is directly linked to our mission statement.

Definition of Social Responsibility Core Competency (BC Ministry of Education):

Social responsibility involves the ability and disposition to consider the interdependence of people with the natural environment; to contribute positively to one's family, community society and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

#### **Social responsibility objectives:**

- 1. To have students, staff and parents feel that school is safe.
- 2. To have students feel connected to school.
- 3. To have students demonstrate personal and social responsibility.



## **Strategies and Structures**

### **R+R=H**

Respect plus Responsibility equals Happiness are the guidewords that the Code of Conduct is structured around. Work on this code will be done throughout the year. Components of PBIS will be used in work around the Code of Conduct. The Code of Conduct will meet the standards set out in the Safe Orderly and Caring Schools document. School staff and PAC reviewed the Code of Conduct on the planning day in September.

### **Careers**

Career Education is a process that recognizes three major phases of career development- Foundation and Awareness, Exploration, and Experience and Applications.

In the curriculum documents this is defined as; students will develop a sense of personal responsibility and believe in the ability of each individual to make a difference to their own well being and the others. (BC Ministry of Education).

Personal Development involves using goal setting strategies, speaking responsibly, becoming a problem solver and decision maker, in order to acquire emergent leadership skills. These personal connections to each child's community will make the student and staff culturally and socially aware so that all respect their roles and responsibility at home, at school and in the community. This will make us aware of community careers, and safety issues. To develop strong work habits and a positive attitude towards learning is essential for lifelong learners.

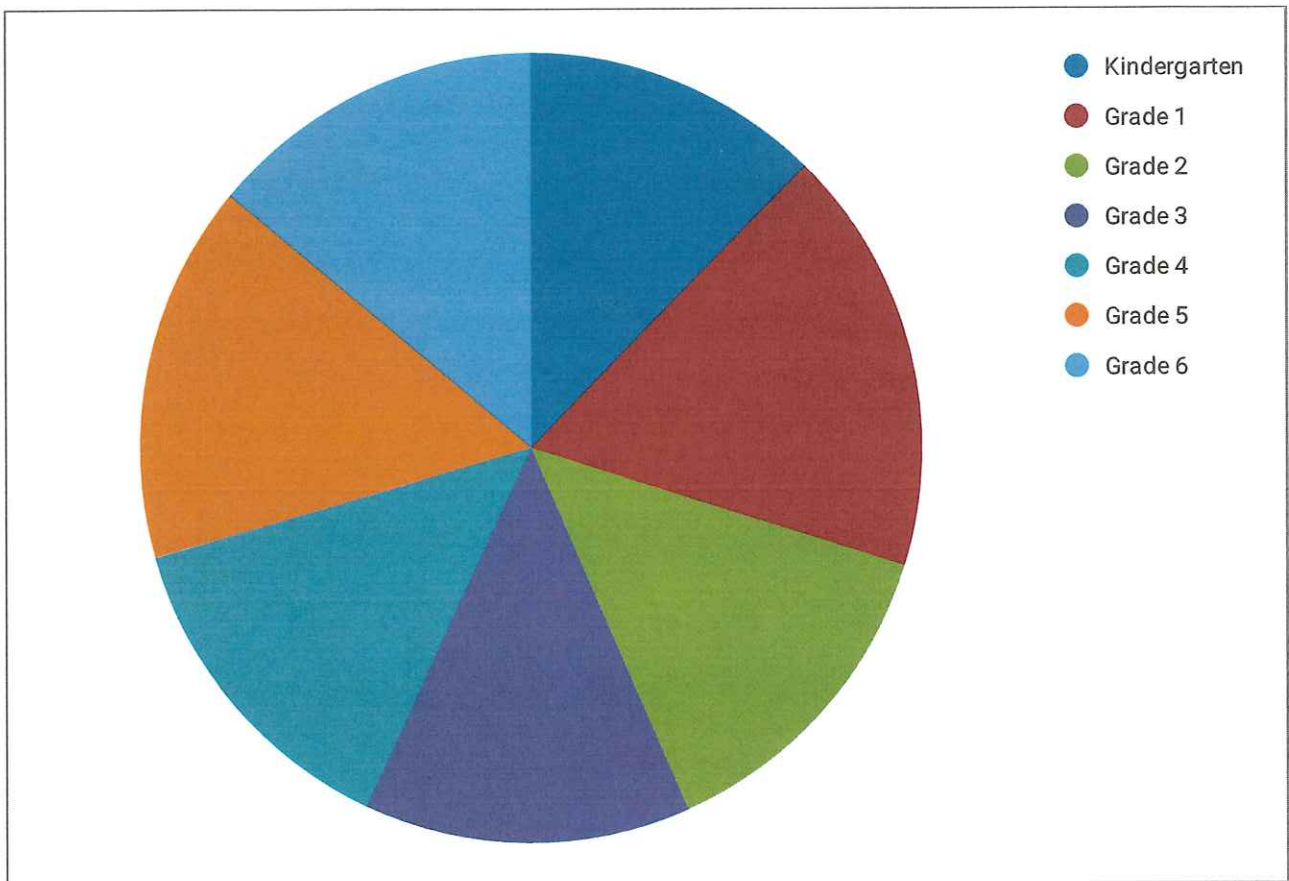
### **Three Year Plan**

In the 2018/19 school year the focus will be on the deepening understanding of the new curriculum. Engaging students in three areas connected to the core competencies. As understanding deepens and needs are clearly identified the school learning resource collection will continue be expanded to meet the Big Ideas of the new curriculum. The first area of focus will be adding resources that have relevant Aboriginal content what's the publisher's response to the curriculum changes new resources will be shared with staff for preview to help with the indigenisation of our curriculum. New resource selection and purchase in content areas will become a focus in 19/20 and 20/21. Staff development will be connected to resources selected for content areas, teaching critical thinking, and self-awareness. Staff will continue to develop their understanding of Universal Design for Learning strategies and continue to be enhanced their understanding of RTI

## School Population 2018/19

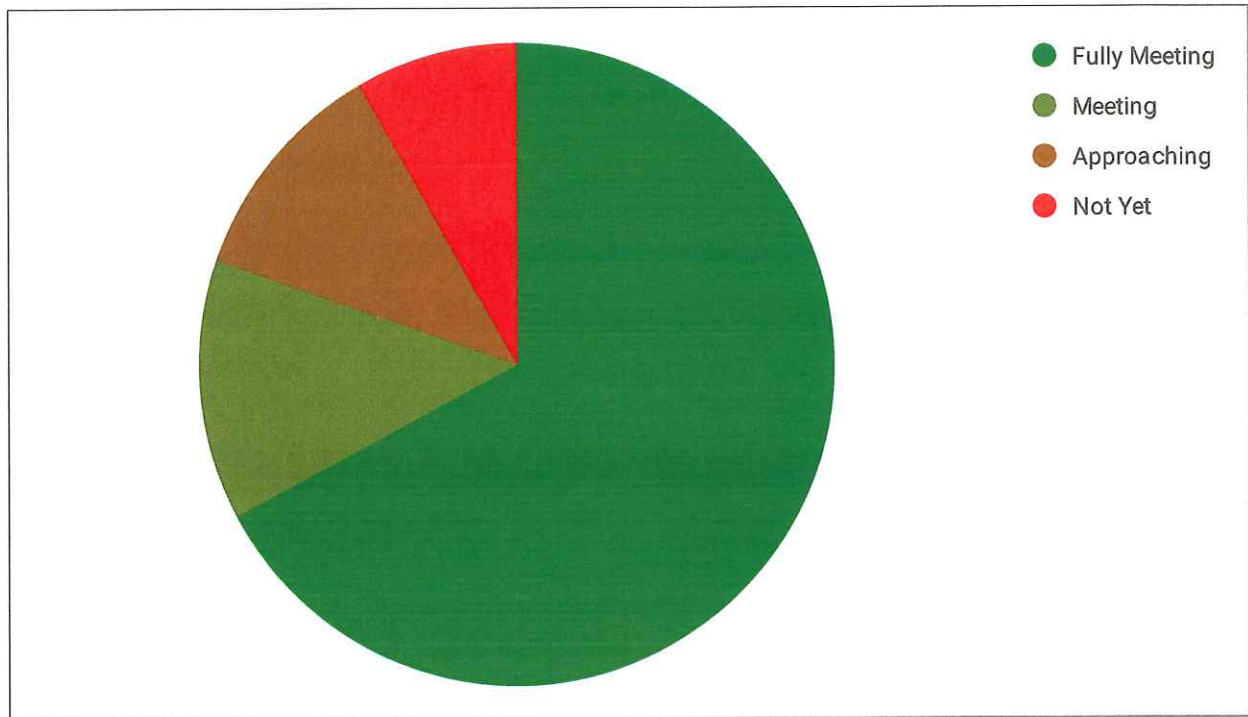
Grade      Total      Grade % of School

Kindergarten	32	12.45
Grade 1	45	17.51
Grade 2	35	13.62
Grade 3	35	13.23
Grade 4	35	13.62
Grade 5	40	15.56
Grade 6	36	14.01
<b>Total</b>	<b>258</b>	

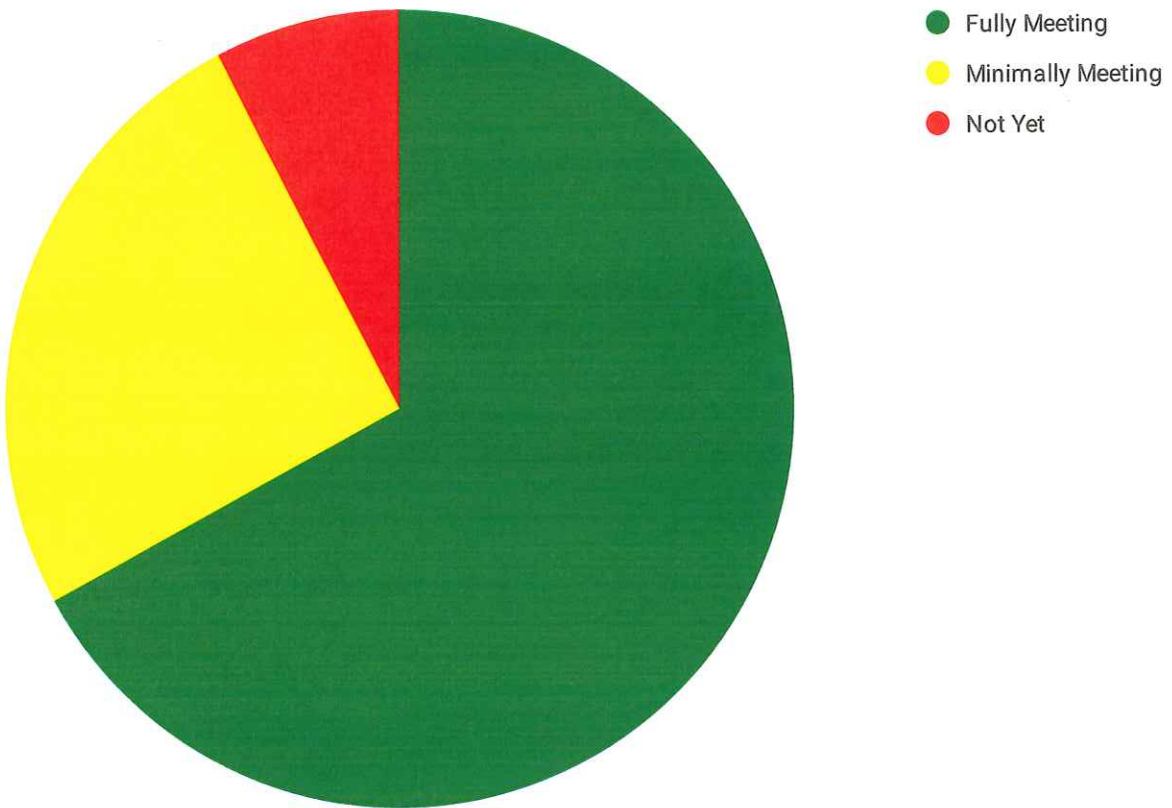
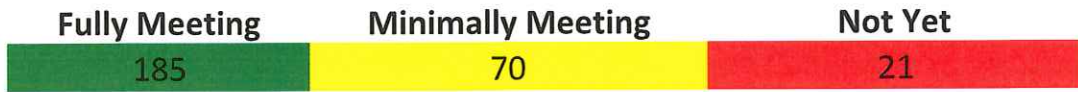


## Kindergarten Phonological 2018

Fully Meeting	Meeting	Approaching	Not Yet
41	8	7	5



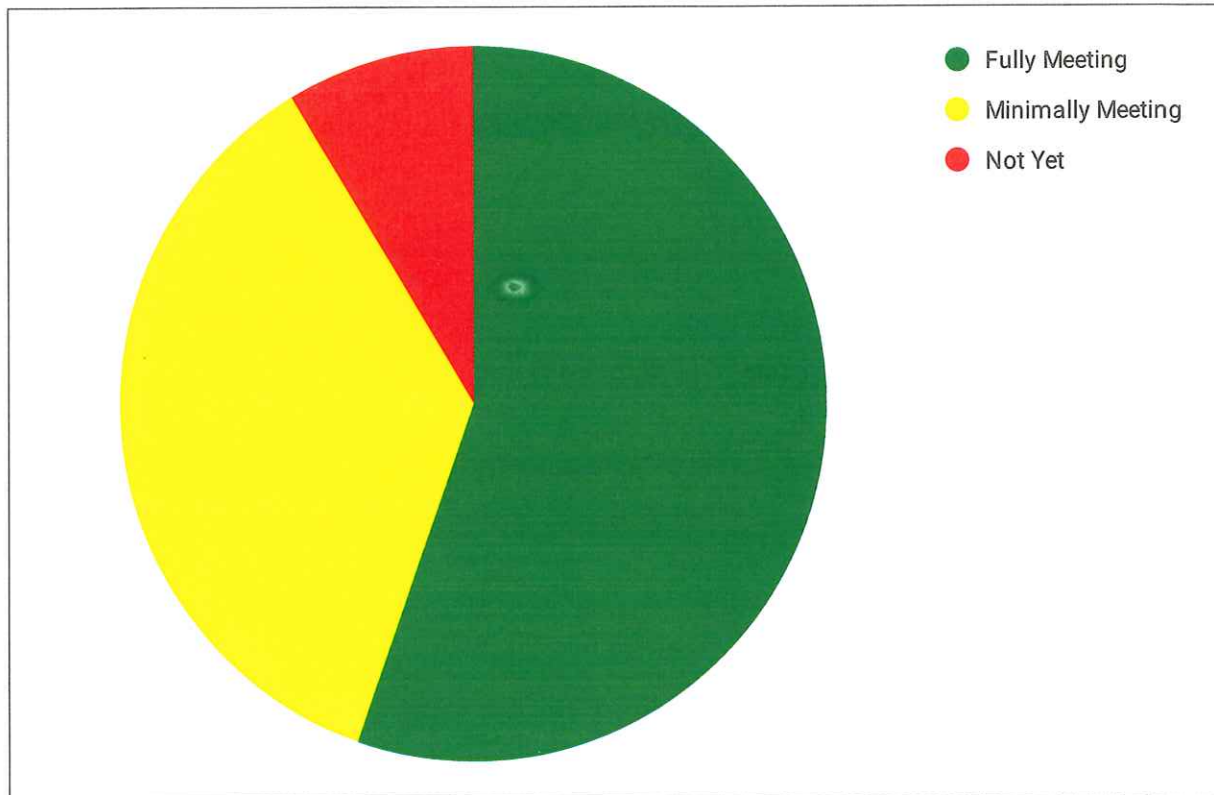
## Reading Results Grades 1-6





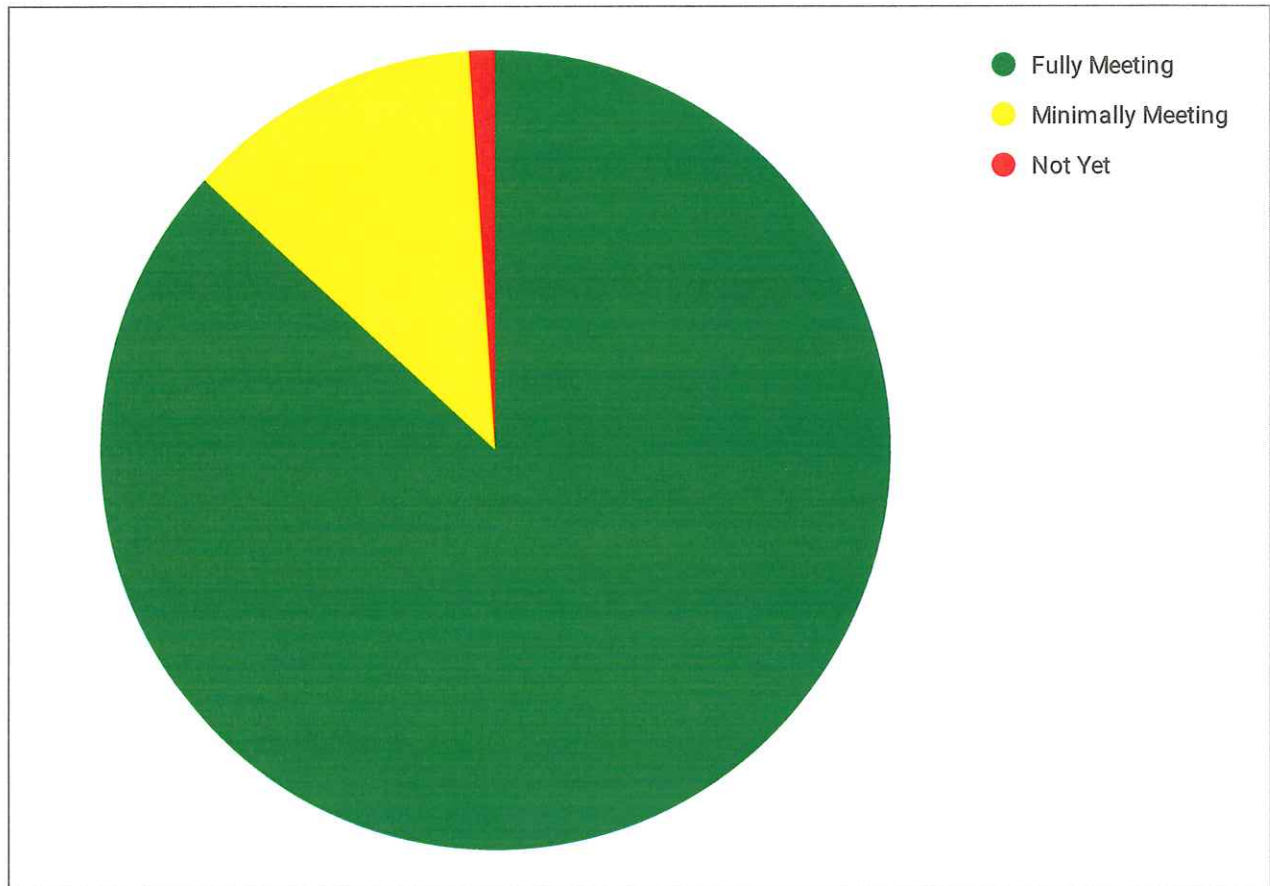
## Writing Results Grade 1-6

<b>Fully Meeting</b> 155	<b>Minimally Meeting</b> 101	<b>Not Yet</b> 24
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## Numeracy Results Garde 1-6

Fully Meeting	Minimally Meeting	Not Yet
250	35	3





## Social Responsibility Grade 1-6

Meeting	Approaching	Not Yet
111	48	8

