



Vision

We aim to prepare students for our ever-changing world by equipping them with creative and critical thinking skills, core academics, and the values of respect, honesty, and compassion for all.

School Context

Where are we?

Clearview School is located 47 km northeast of Fort St. John in a farming community; however, many families are also employed by the oil and gas industry. Located beside the school is an arena, which is used by the school and the region. There is a strong sense of tradition, family, and community, because many generations of families continue to live in the area and have attended Clearview.

Who are we?

We are a K-9 school with an experienced staff that includes a principal, ten teachers and seven support staff (clerical, teaching assistants, Aboriginal Support Worker and custodians). We have seven divisions of students and the entire student population (136 students including 30 aboriginal students and 6 ELL students) is bussed. After grade nine, students attend North Peace Secondary School Main Campus or ELC campus in Fort St. John.

What's the impact of parent support?

Our parents are involved and committed to their children's education. Many parent volunteers help out with classroom and school activities and we have an active and organized Parents Advisory Council. In addition to their regular meetings and financial support, they help plan and organize several events and fundraisers throughout the year. Several parents cook our hot lunch program, which provides a hot healthy lunch for students twice a month. We also have a group of parents who make hot dogs for the students every Wednesday. Parents are an integral part of the school community and the school is an integral part of community life.

What do we do here?

The students are very active in sports and extra-curricular activities both with the school and the community. Physical Education is an important aspect for the students at all grade levels. In addition, students also take part in district science fair, district speech contest, and skills Canada competitions. We provide a differentiated learning environment for our learners and have been able to begin offering more alternate seating and working options. Technology is becoming more and more prevalent for both the staff and students. We have Smart boards, Ipad Minis, laptops, desktops, SMART Document Cameras, 3-D printers, and



SMART student response clickers throughout the school. The Learning Centre opened in the fall of 2016 to enable our students to explore and to create. We are continuing to develop this area. Furthermore, the school values its close partnerships with the oil and gas companies in the area. They provide not only some financial and material support but they also commit time to help out with various projects and events.

Communication:

Monthly Newsletters

Website: www.clearview.prn.bc.ca

Facebook: <https://www.facebook.com/sd60clearview/>

Email

Monthly PAC Meeting

Strengths	Challenges
Experienced staff Collaborative Great athletic programs Parent involvement Clean school Great support staff Community involvement Kids like to play outside Learning Centre- great space Resources- nice variety Vivian- knowledge of processes Administrator- support/knowledge Staff with a variety of skills Opportunities to use the arena	More pro-d with music and technology needed Money for bussing to more opportunities Increase reading comprehension Develop stronger social skills and self-regulation strategies Having all children see themselves in print More confident writers Problem solving in Math- still need to work on

Clear View of the Future - Rik Leaf

We were fortunate to have Rik Leaf to work with all of our students in 2017-18. <https://www.youtube.com/watch?v=hnIYrILDtNc&t=2s>

Goal # 1 Students will improve their writing in both meaning and organization.

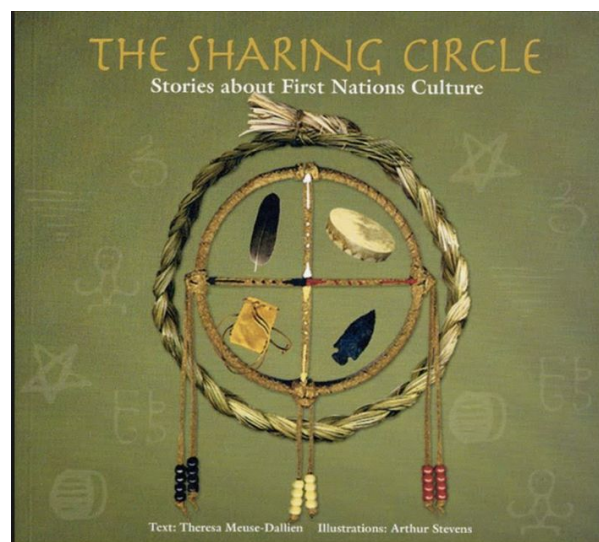
Rationale	Who?	Current best practices (How?)	How will we know?	Core competency-focus on student self-evaluation
<p>Students need to learn how to effectively communicate their ideas.</p>	<p>All teachers, support teachers, EA's, administrator, coaches, parents, ASSW and guest speakers.</p>	<p>Balanced Literacy Explicitly teach a strategy by: 1. Model/Teach 2. Share and support 3. Guide individual or small group 4. Independent practice</p> <p>Assess for learning needs Set targets/goals Teach- provide opportunities to plan, to construct, to revise, to edit, and to present their work Assess for learning Reteach as needed</p> <p>Teach students how to: -set reasonable targets -share their thinking -plan and construct -revise their writing/drawing -edit their writing/drawing -be able to share their thinking with different types of audiences</p> <p>Possible Resources: Writing 44 Adrienne Gear Lori Jamieson Rog 6 +1 Traits of Writing SMART Coaching Cards Graphic Organizers Digmore Website resources Words their Way Making Words</p>	<p>Writing samples meet grade expectations or targets on learning plans or IEPs are met.</p>	<p>Communication</p> <p>Creative Thinking</p>

Goal #2 The students will work on problem solving skills in Math.

Rationale	Who?	Current best practices (How?)	How will we know?	Core competency- focus on student self-evaluation
<p>Problem solving involves developing multiple skills; reading, highlighting key information, making a plan, making estimates, checking answers for accuracy, using math facts for quick calculations.</p>	<p>All teachers, support teachers, EA's, coaches, ASSW, and peers.</p>	<p>Focus on;</p> <ul style="list-style-type: none"> -Basic facts and related facts ("if I know that $2+3=5$, does that help me know what $20+30$ equals?)" - Quick daily mental math routines <p>Solving problems in a variety of methods to answer a question.</p> <p>Daily Word Problems- Evan Moor Mental Math strategies</p>	<p>Students are confident solving math problems appropriate to grade level.</p> <ul style="list-style-type: none"> -They can identify the key information -They can make a plan - They can do relevant calculations - They can estimate, find and check their answer <p>Data from</p> <ul style="list-style-type: none"> -District Math assessment MAP - Report cards - Self assess from Math rubric - FSA data 	<p>Critical Thinking</p>

Goal # 3 Students will feel more connected and be able to express themselves more clearly through the arts.

Rationale	Who?	Current best practices (How?)	How will we know?	Core competency- focus on student self-evaluation
<p>Engaging in creative expression and experiences expands people's sense of identity and belonging.</p>	<p>Sheri, elementary teachers, support teachers, EA's, ASSW, professional artists, administrator, and students.</p>	<p>Students will observe, listen, inquire, and predict how artists/musicians and dancers/actors use processes, materials, movements, technologies, tools, techniques, and environments to create and to communicate.</p> <p>Music inservice for the teachers/support staff</p> <p>Increase musical instruments and improve the storage and access for them.</p> <p>Using, "Music Play" to help staff have a focus and specific lessons to teach from.</p> <p>ASSW- offering cultural opportunities- scraping hides, snares, hunting information</p>	<p>Belonging survey in Oct and May.</p> <p>Satisfaction survey.</p> <p>Presentations for classes and the school.</p>	<p>Communication</p> <p>Positive Personal & Cultural Identity</p>



Goal #4 Students will have more opportunities to learn in fine arts and technology.

Rationale	Who?	Current best practices (How?)	How will we know?	Core competency-focus on student self-evaluation
<p>The ability to design, make, acquire, and apply skills and technologies is important in the world today and key in the education of citizens for the future.</p>	<p>Administrator, Teachers, support teachers, EA's, ASSW, parent helpers students, and artists in residence.</p>	<p>Organize and improve the storage in the learning centre to allow more access to the room.</p> <p>Professional development for staff around technology, music, and aboriginal culture.</p> <p>Increase cultural opportunities throughout the day, month, and year.</p> <p>Increase the number of books and posters throughout the school to allow all children to see themselves in print.</p>	<p>Surveys</p> <p>Skills Canada</p> <p>Use of Learning Centre</p>	<p>Communication</p> <p>Positive Personal & Cultural Identity</p>

Data used: report cards, surveys, FSAs, phonological awareness, ASSESS referrals, cold writes, math assessments, reading assessments, use of learning centre, feedback from staff and students, and our PATH that we created on planning day.