



## **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](http://www.clearview.prn.bc.ca)

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

Email

Monthly PAC Meeting

<b>Strengths</b>	<b>Challenges</b>
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> they wrote and presented a song to show our active culture here at Clearview.

**Goal # 1 Students will improve their writing in both meaning and form for at least 80% of our students.**

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, and guest speakers.</p>	<p><b>Balanced Literacy</b>            Explicitly teach a strategy by:            1. Model/Teach            2. Share and support            3. Guide individual or small group            4. Independent practice</p> <p><b>Assess for learning needs</b>            Cold writes in fall and spring</p> <p><b>Set targets/goals</b>            Teach- provide opportunities to plan, to construct, to revise, to edit, and to present their work            Assess for learning            Reteach as needed</p> <p><b>Teach students how to:</b>            -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            -encourage students to read often as reading and writing are reciprocal            - teachers will collaborate on lessons            -teachers will encourage daily writing to build stamina            Use Adrienne Gear- What? So What? Or Now What?</p> <p><b>Possible Resources:</b>            Writing 44            Adrienne Gear            Lori Jamieson Rog            6 +1 Traits of Writing            SMART</p>	<p>Cold writes and letter grades will show that at least 80% of our students are meeting or exceeding expectations. Learning plans and IEP goals are met.</p>	<p>Communication             Creative Thinking</p>

		Coaching Cards Graphic Organizers Digmore Website resources Words their Way Making Words		
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**Goal #2 The students will improve their number sense for reasoning and analyzing for at least 80% of our students.**

Rationale	Who?	Current best practices (How?)	How will we know?	Core competency- focus on student self-evaluation
<p>Number sense is the foundation for all math.</p>	<p>All teachers, support teachers, EA's, coaches, ISSW, and peers.</p>	<p>Assessment- MAP Assessment in the fall and the spring with very similar numbers. DNA for grades 1,2, and 3</p> <p>Focus on;</p> <ul style="list-style-type: none"> <li>-Basic facts and related facts (“if I know that <math>2+3=5</math>, does that help me know what <math>20+30</math> equals?)</li> <li>- Quick daily mental math routines</li> </ul> <p>EA support for differentiation Gather manipulatives to allow for all types of learners.</p>	<p>Data from</p> <ul style="list-style-type: none"> <li>-District MAPGr 4-9 and DNA assessments for Grades 1,2,3</li> <li>- Report cards</li> <li>- Self assess from Math rubric</li> </ul> <p>If students can:</p> <ul style="list-style-type: none"> <li>- do relevant calculations</li> <li>- can estimate, find and check their answer</li> </ul>	<p>Critical Thinking</p>

**Goal # 3 Students will feel safe and cared for at school for at least 90% of our students.**

Rationale	Who?	Current best practices (How?)	How will we know?	Core competency-focus on student self-evaluation
<p>Students need to feel safe and cared for in order to learn.</p> <p>Students who feel that they belong feel safe.</p>	<p>All Staff at school and bus drivers.</p>	<p>Consequences for students that are being unsafe so that their behaviours improve and allow others to feel safe.</p> <p>Explicit teaching of social emotional strategies. Posters in the halls. Practice of appropriate behaviours. Reward positive behaviours. Review matrix with videos done by secondary students.</p> <p>Leadership and house team opportunities Increase cultural opportunities throughout the day, month, and year.</p> <p>Personal contacts with each student in the class, in the hall, on the playground, and in coaching opportunities.</p> <p>Increase the number of books and posters throughout the school to allow all children to see themselves in print and feel that they belong.</p> <p>Explicit teaching of different cultures to allow all students to feel that they belong.</p> <p>Opportunities to explore different cultures.</p>	<p>Belonging survey in Oct and May.</p> <p>Satisfaction survey.</p> <p>Participation in school activities.</p> <p>Cultural opportunities</p>	<p>Communication</p> <p>Positive Personal &amp; Cultural Identity</p>



