



## **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 (103 students including 14 aboriginal 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. Due to the pandemic this has changed but we are going to try to continue many of our programs on a reduced schedule. We are holding off on the RSL program until later in the year.

### **What do we do here?**

The students are very active in sports and extra-curricular activities both with the school and the community; however, this year we will just practice and play games against our own teams until the district opens up the sporting program again. 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- we are hosting these in the learning centre now to meet the physical distancing requirements.

Strengths	Challenges
Experienced staff Green Screen Technology Great athletic programs Technology Training for all Staff Clean school Great support staff Community involvement Kids like to play outside Learning Centre- great space Zoom Assemblies Vivian- knowledge of processes Administrator- support/knowledge Staff with a variety of skills Opportunities to use the arena Sigmund Brouwer- Eng Gr. 3-9 Virtual Remembrance Day Presentation Christmas Concert will be virtual Website-sharing of news Spirit Days- community building	Anxiety and challenges due to the pandemic 50% of our students were not in the building for 6 months. There was a range of work done at home so it may take a bit to get everyone up and running. Extra safety precautions More swings to allow for secondaries to swing too Improve reading comprehension Develop stronger social skills and self-regulation strategies More confident writers Analyzing and Reasoning in Math

**Goal # 1 Students will improve their writing in meaning, form, and conventions 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>Some students were out of school for 6 months and had a range of support. We noticed that conventions has also dropped considerably so it is important that this is part of our writing goal.</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 Journal writes</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</p>	<p>Cold writes and letter grades will show that at least 80% of our students are meeting or exceeding expectations.</p> <p>Learning plans and IEP goals are met.</p>	<p>Communication</p> <p>Creative Thinking</p>

		6 +1 Traits of Writing SMART 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 and being able to reason and analyze is so important.</p> <p>We did not finish the year end assessments and feel that this is a very important goal to continue with.</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 and 2</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 3-9 and DNA assessments for Grades 1 and 2</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>We think this is extremely important following the pandemic with the increased rates of anxiety and depression.</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>Student Mental Health Literacy Survey- Fall and Spring for Secondary students</p> <p>Participation in school activities.</p> <p>Cultural opportunities</p>	<p>Communication</p> <p>Positive Personal &amp; Cultural Identity</p>

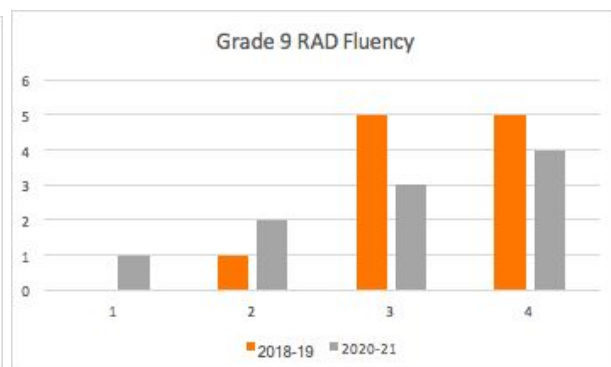
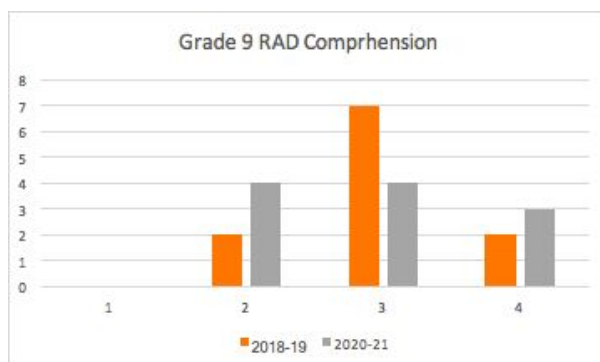
On our planning day we looked at a variety of data to help to determine our goals.

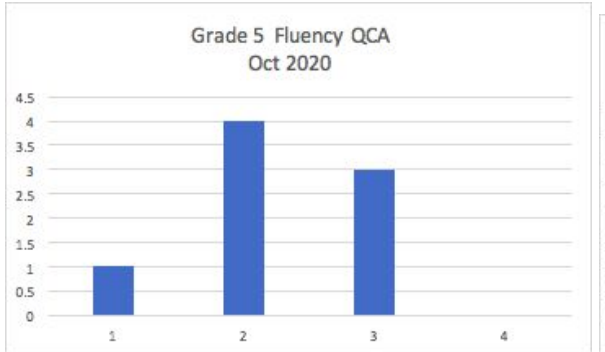
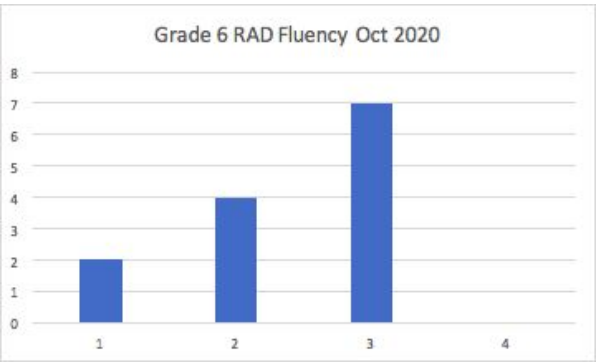
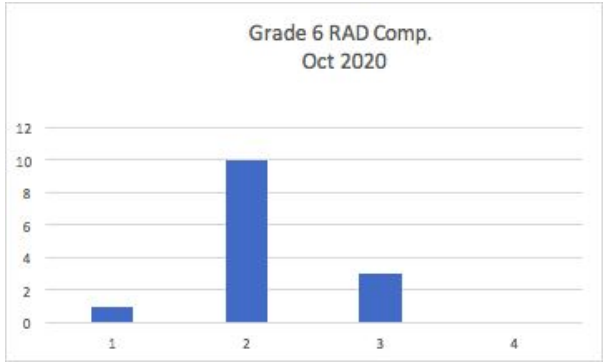
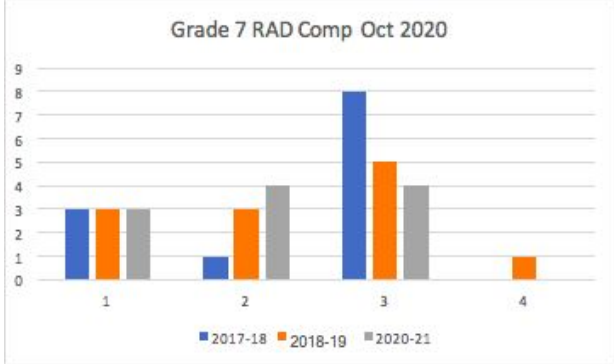
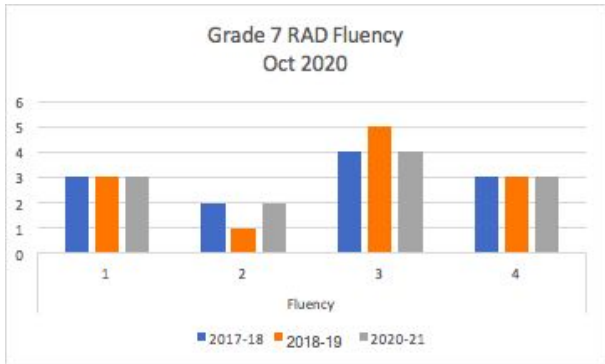
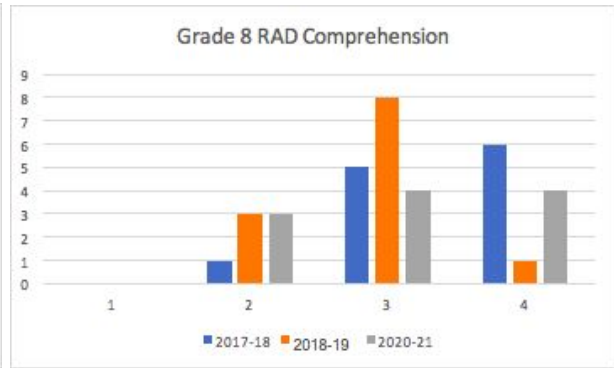
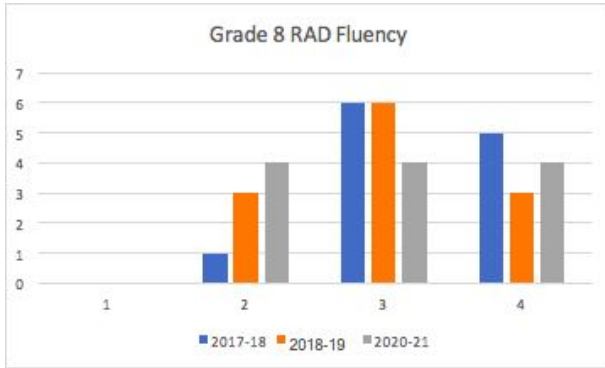
We looked at cold writes, QCA, FSA, and PM reading data to help determine our goals. What we noticed was that our elementary students have dropped more than the usual couple of reading levels over the summer. However, we were happy to note that the secondary students seemed to be doing similar to how they were doing before the pandemic. In addition, we recognized right away that writing conventions had dropped considerably for all of our students from last March. Thus, we decided to keep our writing goal and add conventions to it. It is difficult for students to share their ideas if we are unable to read them.

Many students were nervous about coming back to school and so we wanted to make sure that we were careful with how hard we pushed the academics initially. As well, we are reading a lot of stories about the changes with the pandemic, talking about their concerns, establishing routines and procedures, and recognizing how many things are still the same. This seemed to help the students quickly adjust to being back in the school. We have an excellent SEL team and we are working hard to continue to support the social emotional learning of all of our students and staff. Weekly lessons are being taught in each classroom. This is really important during this crisis. We just completed our connectedness surveys this week and will do the satisfaction surveys soon.

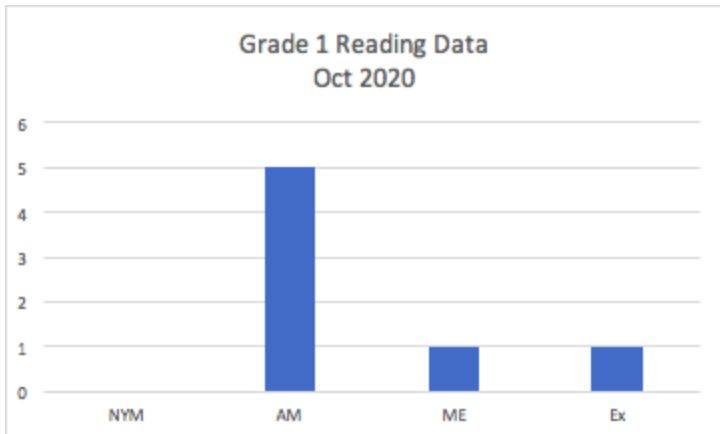
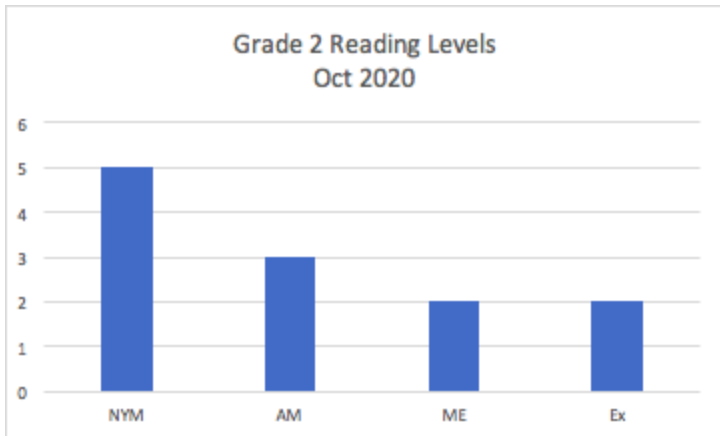
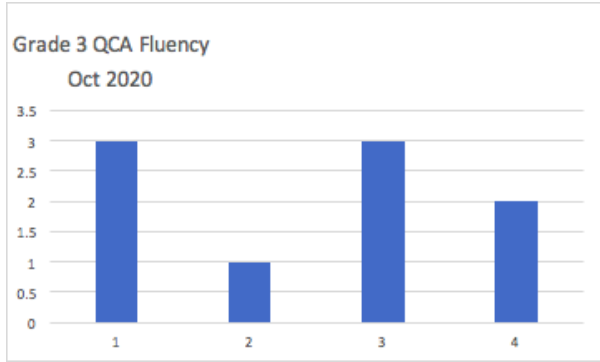
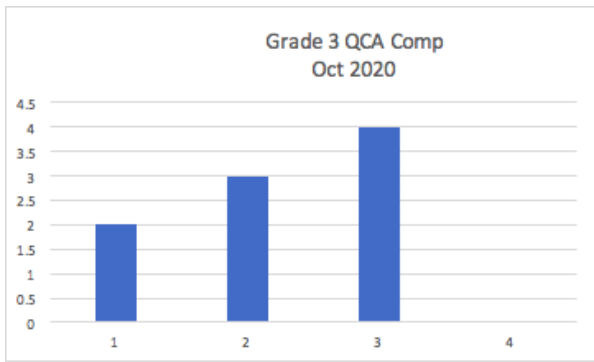
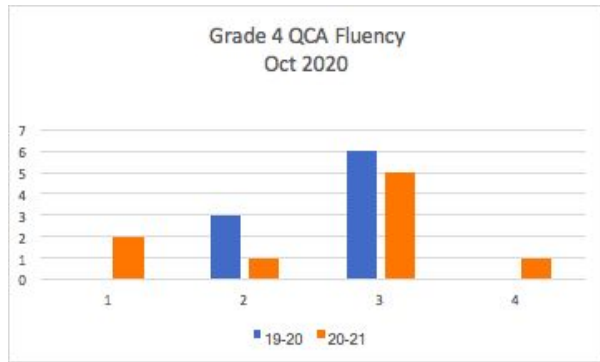
In Math, we completed MAP assessments for all grade levels 3-9 and DNA for K-2 for number sense. This is helping us navigate where the students are at now and then we will do these same assessments throughout the year and in the spring to see if we are making the progress that we are hoping for. Again we noticed a drop for some of our elementary students but the secondary students seemed to do a bit better. It is evident for all of our students that we were not able to teach the same amount of content during the final trimester; thus, we have some ground to make up.

Below is some of our Reading Data  
Grade 9 RAD 2020

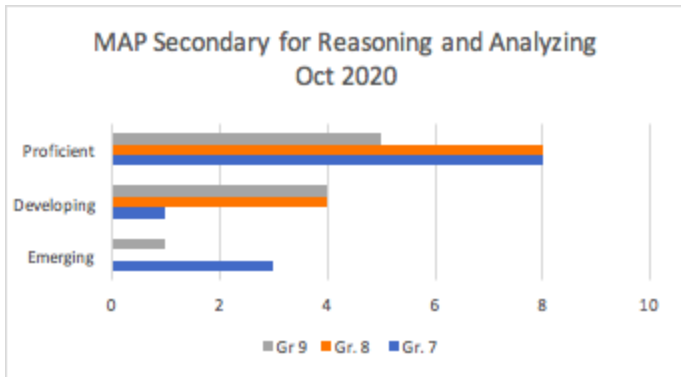
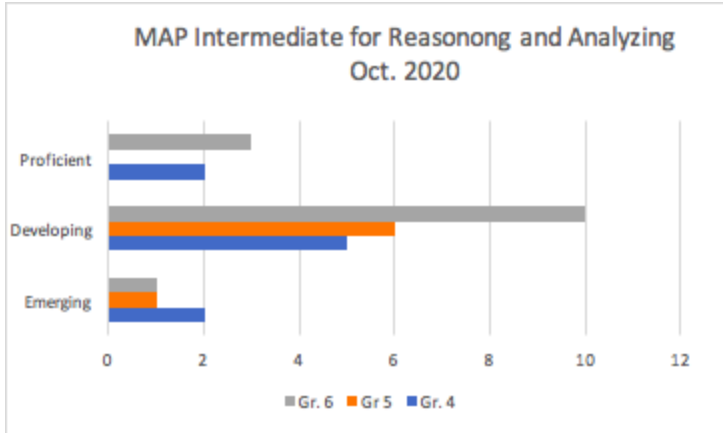




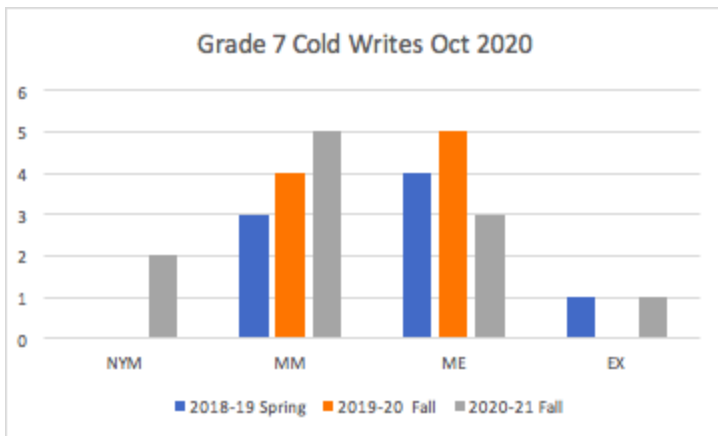
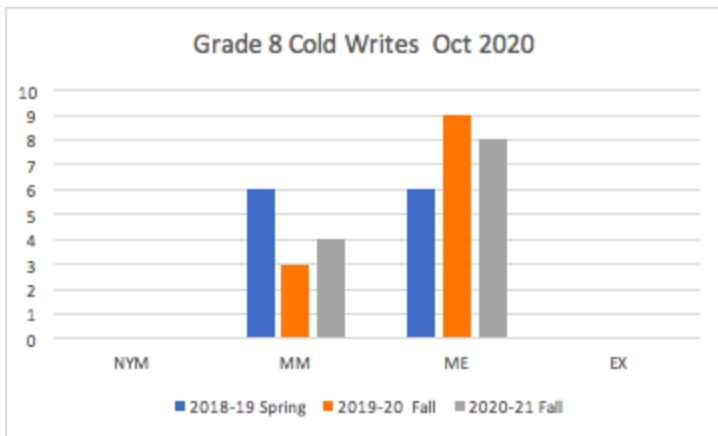
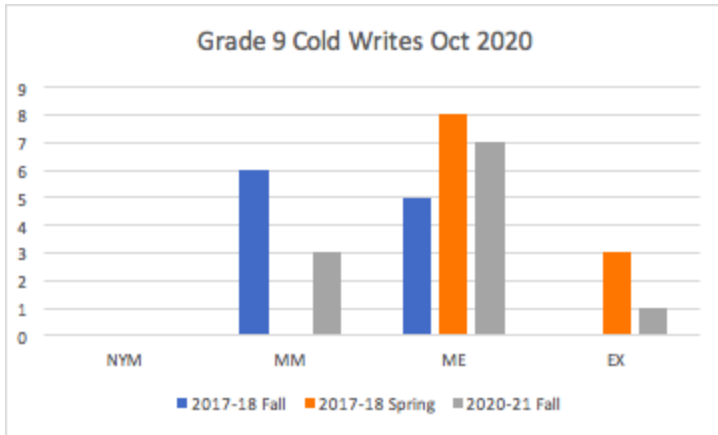




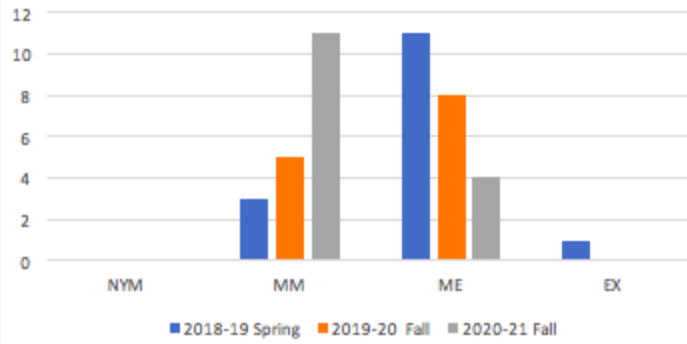
# MAP DATA



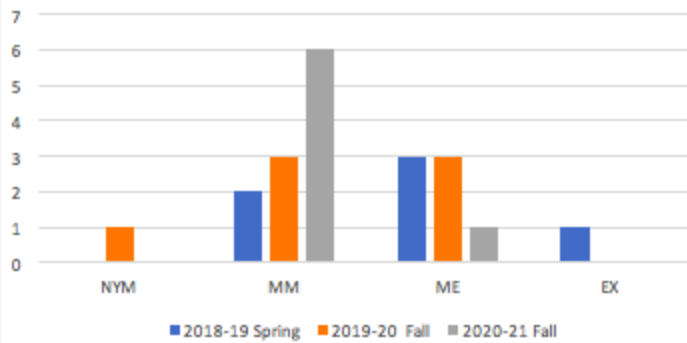
# Writing Data October 2020



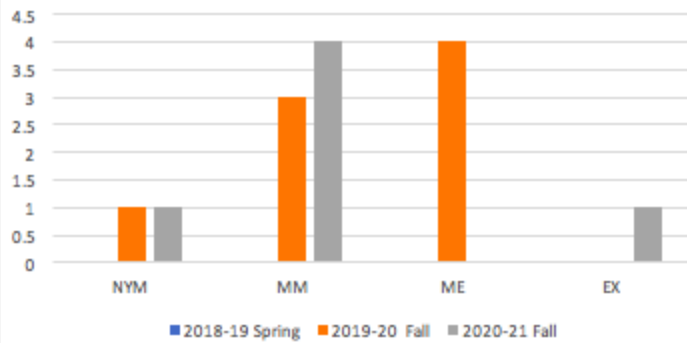
Grade 6 Cold Writes Oct 2020



Grade 5 Cold Writes Oct 2020



Grade 4 Cold Writes Oct 2020



Grade 3 Cold Writes

