

School and Community Context

Unique Features:

École Christine Morrison Elementary is a dual track public school offering early French Immersion and regular English programs to a population of 500 students in grades kindergarten to seven. We take pride in our vibrant inclusive school culture. Our dedicated and caring staff provides many opportunities for students to be successful academically. We have programs in place to meet the needs of all students. A few examples include our annual Speakers Conferences, Concours d'art oratoire, Student Leadership Program, Class Buddy Program, Peer Counseling Program, and Action Schools Program. The Stand By Me Program, implemented last year, continues to be an important way to help promote social responsibility. Other programs and initiatives are outlined below.

Community Partnerships/Initiatives:

We have a number of community partnerships. This year we are pleased to have a brand new Strong Start program offered on site, for preschoolers and their parents to attend, free of charge. The Friends program brings a counsellor from the F.O.R.C.E. Society for Kids Mental Health to present lessons about reducing anxiety to students in grade 4. Through a partnership with Van City Savings, students run a school credit union. Our students participate annually in the Terry Fox Run, Jump Rope for Heart, and Unicef. Every second year we host an Aboriginal Cultural day, with members of the local Aboriginal community presenting workshops for our students. Every year, our students participate in the Optimist Club's Speaking Contest. Our Students' Council organizes an annual food drive for the local food bank, and our PAC assembles Christmas hampers for local families in need. This year, our school has committed to the "Me to We" program, which encourages student leadership and compassion towards making the world better, locally and internationally. Our "Me to We" local commitment has been to provide additional support for the food bank, starting with a Halloween for Hunger campaign. This year our "Me to We" group also supported Seeds of Hope, a locally initiated charity which supports orphans in Zambia and Africa as well as Pennies for Peace, a charity which raises funds for rural schools in Pakistan and Afghanistan.

Parent Involvement:

Parent participation is encouraged and appreciated at Christine Morrison. Our PAC coordinates school fund raising for field trips and coordinates and runs our concession. We provide a breakfast and lunch program for students who might otherwise start their school day with an empty stomach. Our concession offers a variety of healthy menu items for students who wish to purchase a lunch. Our Little Readers' program is organized and run by parent volunteers. Parents also organize and run a Christmas store for students every year. Various extra curricular sports programs are coached by a combination of staff and parent volunteers. Our PAC also contributes to the sense of school community by running an annual carnival and hosting several family movie nights each year.



Students participate in the Terry Fox Run

Current Data & Evidence of Change

Goal # 1: Literacy: Improve literacy skills for all students.

Objective 1: Increase the percentage of students fully meeting and exceeding expectations in reading

Objective 2: Increase the percentage of students fully meeting and exceeding expectations in writing

Objective 3: Increase the percentage of boys fully meeting and exceeding expectations in writing

Rationale:

- Although overall percentages of students meeting/exceeding expectations in Reading (DART) are above 85%, a significant portion of students continue to only minimally meet expectations in these assessments. (grade 4 boys and girls, grade 5 boys and girls, grade 6 boys, grade 7 boys and girls)
- Although overall percentages of students meeting/exceeding expectations writing (SWW) are above 85%, a significant portion of students continue to only minimally meet expectations in these assessments. (see particularly grade 3 boys, grade 5 girls, grade 7 boys and girls)
- District Writing assessments show a noticeably larger number of boys in the “not yet” and “minimally meeting” levels of achievement, and consistently lower percentages of boys exceeding expectations, in all grades



Students in a grade 5/6 class work on a Reading Power strategy



Data Sources:

NOTE: “all students” include Aboriginal

Assessment: Grade 2 English Reading Assessment (DRA/Benchmarks)

School / District Based Assessment: 2009

	At Risk	Not At Risk
All Students (%)	4	96
Female (%)	9	91
Male (%)	0	100
Aboriginal (%)	25	75
Total Participation #	1	25

Assessment: Grade 2 French Immersion Reading Assessment (Alpha-Jeunes)

School / District Based Assessment:2009

	At Risk	Not At Risk
All Students (%)	22	78
Female (%)	23	77
Male (%)	21	79
Aboriginal (%)	0	0
Total Participation #	6	25

Assessment: Grade 3 – 7 English Reading Assessment (DART) – 269 students (107 French Immersion, 30 Aboriginal)

School / District Based Assessment: 2009

Grade & Gender	Not Yet Meeting %				Minimally Meeting %				Fully Meeting %				Exceeding %			
	All	Ab	FI	En	All	Ab	FI	En	All	Ab	FI	En	All	Ab	FI	En
<i>Gr. 3 Female</i>	0	0	0	0	9	0	19	0	78	100	81	67	13	0	0	33
<i>Gr. 3 Male</i>	0	0	0	0	16	33	31	0	77	67	69	87	6	0	0	13
<i>Gr. 4 Female</i>	0	0	0	0	36	100	40	18	60	0	60	73	3	0	0	9
<i>Gr. 4 Male</i>	3	0	10	0	62	100	60	40	35	0	30	60	0	0	0	0
<i>Gr. 5 Female</i>	4	0	0	9	52	0	54	54	43	100	45	36	0	0	0	0
<i>Gr. 5 Male</i>	0	0	0	0	55	50	46	67	44	50	54	33	0	0	0	0
<i>Gr. 6 Female</i>	0	0	0	0	29	50	8	37	60	50	75	54	11	0	17	9
<i>Gr. 6 Male</i>	3	0	0	4	48	57	25	52	40	29	63	36	10	14	13	8
<i>Gr. 7 Female</i>	26	0	23	31	45	50	38	50	29	50	38	19	0	0	0	0
<i>Gr. 7 Male</i>	27	0	18	36	54	100	54	50	19	0	27	14	0	0	0	0
<i>Gr. 3-7 Female</i>	6	0	4	8	33	38	32	33	55	62	61	49	6	0	3	10
<i>Gr. 3-7 Male</i>	6	0	5	7	47	73	44	30	44	23	49	46	4	5	1	5
<i>Gr. 3-7</i>	6	0	5	8	40	60	37	38	50	37	56	47	5	3	2	7

(Ab = Aboriginal, FI = French Immersion, En = English)

Assessments: Grades 3-7 French Reading Assessment (ELOC) – 102 students (12 Aboriginal)

School / District Based Assessment: 2009

Grade & Gender	Not Yet Meeting %		Minimally Meeting %		Fully Meeting %		Exceeding %	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Gr.3 Female</i>	25	100	31	0	25	0	19	0
<i>Gr. 3 Male</i>	15	100	54	0	31	0	0	0
<i>Gr. 4 Female</i>	5	0	5	0	63	100	26	0
<i>Gr. 4 Male</i>	0	0	27	0	72	100	0	0
<i>Gr. 5 Female</i>	18	0	18	0	64	100	0	0
<i>Gr. 5 Male</i>	0	0	38	100	62	0	0	0
<i>Gr. 6 Female</i>	7	0	31	0	54	100	7	0
<i>Gr. 6 Male</i>	33	0	44	100	22	0	0	0
<i>Gr. 7 Female</i>	0	0	15	0	46	0	38	100
<i>Gr. 7 Male</i>	18	0	45	0	27	0	9	0
<i>Gr. 3-7 Female</i>	11	17	19	0	45	25	23	25
<i>Gr. 3-7 Male</i>	10	14	48	43	31	29	13	14
<i>Gr. 3-7</i>	12	20	29	20	47	50	5	3



Assessment: Grades 1 – 7 English Writing Assessment (SWW) – 361 students (135 French Immersion, 46 Aboriginal)

School / District Based Assessment: 2009

Grade & Gender	Not Yet Meeting %				Minimally Meeting %				Fully Meeting %				Exceeding %			
	All	Ab	FI	En	All	Ab	FI	En	All	Ab	FI	En	All	Ab	FI	En
<i>Gr. 1 Female</i>	0	0	0	0	14	25	0	0	71	50	0	100	14	25	0	0
<i>Gr. 1 Male</i>	0	0	0	0	38	0	0	38	63	0	0	63	0	0	0	0
<i>Gr. 2 Female</i>	0	0	0	0	21	33	0	18	57	67	0	54	21	0	0	27
<i>Gr. 2 Male</i>	0	0	0	0	33	100	0	17	60	0	0	75	7	0	0	8
<i>Gr. 3 Female</i>	0	0	0	0	39	100	25	42	51	0	63	50	10	0	13	8
<i>Gr. 3 Male</i>	9	0	15	6	61	50	54	67	32	50	31	27	0	0	0	0
<i>Gr. 4 Female</i>	3	0	0	5	26	100	22	25	46	0	50	45	26	0	28	25
<i>Gr. 4 Male</i>	11	0	9	13	36	100	45	20	46	0	36	60	7	0	9	7
<i>Gr. 5 Female</i>	18	0	18	20	32	100	18	40	45	0	54	40	5	0	9	0
<i>Gr. 5 Male</i>	15	0	15	17	44	100	54	25	37	0	23	58	4	0	8	0
<i>Gr. 6 Female</i>	5	0	0	10	22	50	7	26	59	50	79	47	14	0	14	16
<i>Gr. 6 Male</i>	7	0	0	12	49	70	75	32	37	10	25	52	7	20	0	4
<i>Gr. 7 Female</i>	13	0	0	29	39	50	15	57	39	25	77	7	8	25	8	7
<i>Gr. 7 Male</i>	22	0	0	40	41	100	45	33	37	0	54	27	0	0	0	0
<i>Gr. 3-7 Female</i>	6	0	3	10	29	55	18	33	50	35	64	43	14	10	15	15
<i>Gr. 3-7 Male</i>	11	0	9	14	45	77	54	33	41	13	34	50	4	9	4	3
<i>Gr. 3-7</i>	8	0	5	12	37	67	34	33	45	24	51	47	9	10	10	8

Assessments: Grades 1 -7 French Writing Assessment (SWW) – 188 students (12 Aboriginal)

School / District Based Assessment: 2009

Grade & Gender	Not Yet Meeting %		Minimally Meeting %		Fully Meeting %		Exceeding %	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Gr. 1 Female</i>	11	0	33	0	56	100	0	0
<i>Gr. 1 Male</i>	31	0	38	0	23	0	8	0
<i>Gr. 2 Female</i>	14	0	36	0	36	100	14	0
<i>Gr. 2 Male</i>	14	0	36	0	43	0	7	0
<i>Gr. 3 Female</i>	0	0	38	100	44	0	19	0
<i>Gr. 3 Male</i>	15	0	54	100	31	0	0	0
<i>Gr. 4 Female</i>	5	50	6	50	47	0	21	0
<i>Gr. 4 Male</i>	9	0	54	0	36	100	0	0
<i>Gr. 5 Female</i>	9	0	45	0	45	100	0	0
<i>Gr. 5 Male</i>	7	0	61	100	31	0	0	0
<i>Gr. 6 Female</i>	0	0	23	100	69	0	7	0
<i>Gr. 6 Male</i>	11	0	55	0	33	100	0	0
<i>Gr. 7 Female</i>	0	0	38	0	54	100	8	0
<i>Gr. 7 Male</i>	0	0	36	0	64	0	0	0
<i>Gr. 3-7 Female</i>	6	13	34	38	50	50	11	0
<i>Gr. 3-7 Male</i>	13	0	48	50	37	50	2	0
<i>Gr. 3-7</i>	9	8	40	42	44	50	7	0

Assessment: Reading (FSA) Grade 4: 2009 (66 students participated: 29 male, 37 female, 9 Aboriginal, 2 students excused)

Provincial Assessment: 2009

	Not Yet Meeting	Meeting or Exceeding
All Students (%)	14	84
<i>Female (%)</i>	5	89
<i>Male (%)</i>	24	75
<i>Aboriginal (%)</i>	22	56
<i>French Immersion (%)</i>	unknown	unknown
Total Participation #	9	55

Assessment: Reading (FSA) Grade 7: 2009 (60 students participated, 27 male, 33 female, 8 Aboriginal, 3 excused)

Provincial Assessment: 2009

	Not Yet Meeting	Meeting or Exceeding
All Students (%)	20	75
Female (%)	15	79
Male (%)	26	70
Aboriginal (%)	38	51
French Immersion (%)	unknown	unknown
Total Participation #	12	45

Assessment: Writing (FSA) Grade 4: 2009 (66 students participated: 29 male, 37 female, 9 Aboriginal, 2 students excused)

Provincial Assessment: 2009

	Not Yet Meeting	Meeting or Exceeding
All Students (%)	35	63
Female (%)	24	70
Male (%)	48	51
Aboriginal (%)	44	0
French Immersion (%)	unknown	unknown
Total Participation #	23	41

Assessment: Writing (FSA) Grade 7: 2009 (60 students participated, 27 male, 33 female, 8 Aboriginal, 3 excused)

Provincial Assessment: 2009

	Not Yet Meeting	Meeting or Exceeding
All Students (%)	20	75
Female (%)	12	82
Male (%)	30	67
Aboriginal (%)	13	0
French Immersion (%)	unknown	unknown
Total Participation #	12	45

**Evidence of Change:** (Over past 3 years, percentage meeting/exceeding expectations, unless otherwise noted)

- Improving trend in Benchmarks Cohort Groups (2007, Gr. K: 73%, 2008 Gr. 1: 86%, 2009 Gr. 2: 96%)
- Improving Benchmarks Grade 2 Reading results (77%, 87%, 96%)
- Stable trend in Alpha Jeunes Cohort Groups (2007, Gr. K: 85%, 2008 Gr. 1: 78%, 2009 Gr. 2: 86%)
- Stable Alpha Jeunes Grade 2 Reading results (89%, 83%, 83%)
- Stable DART Grade 3-7 Reading Results (93%, 96%, 95%), with improving trend for fully meeting or exceeding expectations (47%, 50%, 54%)
- Stable ELOC French Reading results (92%, 90%, 92%), with 61%, 51%, 51% fully meeting or exceeding expectations
- Stable SWW English Grade 1 – 7 Writing results (90%, 94%, 91%), with 48%, 43%, 55% fully meeting or exceeding expectations
- Stable SWW French Grade 1 – 7 Writing results (95%, 91%, 90%), with 59%, 57%, 51% fully meeting or exceeding expectations
- Improving FSA Grade 4 Reading results (76%, 80%, 84%)
- Varying FSA Grade 7 Reading results (66%, 78%, 75%)
- Declining FSA Grade 4 Writing results (88%, 91%, 63%)
- Varying FSA Grade 7 Writing results (92%, 68%, 75%)

Targets (2010/2011):

- Benchmarks Grade 2 Reading: 85% not at risk
- Alpha Jeunes Grade 2 Reading: 85% not at risk
- DART Grade 3-7 Reading: 90% meeting/exceeding, 55% fully meeting or exceeding
- ELOC French Reading: 90% meeting/exceeding, with 55% fully meeting or exceeding
- SWW English Grade 1 – 7 Writing: 90% meeting /exceeding, with 55% fully meeting or exceeding
- SWW French Grade 1 – 7 Writing: 90% meeting /exceeding, with 55% fully meeting or exceeding
- FSA Grade 4 Reading: 85%
- FSA Grade 7 Reading: 85%
- FSA Grade 4 Writing: 85%
- FSA Grade 7 Writing: 85%

Comment / Summary of Progress:

- Encouraging overall results for school and district assessments (meeting or nearly meeting 2010/2011 targets)
- Need to improve FSA reading and writing scores in order to meet 2010/2011 targets



Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school (*list one to three*)
 - School Wide Write Fall assessment to guide teaching
 - Guided Reading for Primary English and Levelled Transitional Resources for Primary French Immersion
 - Allocation of VP support teaching to intermediate students needing additional support, as identified through ministry designations and school based team referrals

- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)
 - Further development of Assessment For Learning Strategies, in English and French Immersion classrooms, with specific emphasis on Writing
 - Further development of Reading Power strategies, (English and French Immersion) expanding number of teachers involved, purchasing more resources
 - Increase awareness and use of Ruby Payne strategies for meeting the needs of vulnerable learners

- How will we provide for staff development and collaboration (*brief overview of staff development plan connected to this goal one to three strategies, resources, structures*).
 - Release time for Assessment for Learning project
 - Pro D allotment for teachers to attend workshops and conferences
 - Collaborative Planning Meetings for grade groups (The principal takes students in gym, on a rotating basis, creating time for English Primary, French Primary, English Intermediate, and French Intermediate teachers to attend collaborative planning meetings. Meetings are scheduled on Fridays, alternating with assembly times. Students gain additional "Action Schools time while teachers plan. Teachers report out at regular staff meetings.)

- How will we involve parents?
 - SPC meetings
 - PAC meetings
 - Newsletters
 - Report conferences
 - Parent handbook feedback forms

- How will we monitor and adjust our actions?
 - School goals regular item on staff meeting agenda
 - Goal review at end of year
 - Release time for goal committee chairs to review progress

Goal # 2: Numeracy: Improve student numeracy skills by developing problem solving skills.

Objective 1: Improve the percentage of students fully meeting/exceeding expectations in problem solving

Objective 2: Improve student ability to use appropriate number operations to solve problems

Rationale:

- Analysis of FSA results over time, indicates a need for continued focus on Numeracy
- GNAP results show a need to increase the number of students fully meeting/exceeding expectations
- Lack of detailed numeracy data for grades K – 7 indicates a need for developing some school based assessment tools



Grade 3 students use geo-boards and dot paper to learn a math concept



Data Sources:

NOTE: "all students" include Aboriginal

Assessment: Grade 5 Math (GNAP):2009 (48 students, 16 English, 24 French Immersion, 8 Aboriginal)
School / District Based Assessment: 2009

# at each level	Not Yet Meeting				Minimally Meeting				Fully Meeting				Exceeding			
	All	Ab	FI	En	All	Ab	FI	En	All	Ab	FI	En	All	Ab	FI	En
<i>Female (%)</i>	4	0	0	0	52	50	45	60	39	50	54	20	0	0	0	0
<i>Male (%)</i>	4	0	0	13	33	17	38	37	63	83	62	50	0	0	0	0
<i>Total Participation #</i>	2	0	0	2	21	2	10	9	25	6	14	5	0	0	0	0

(Ab = Aboriginal, FI = French Immersion, En = English)

Assessment: Numeracy (FSA) Grade 4: 2009 (66 students participated: 29 male, 37 female, 9 Aboriginal, 2 students excused)

Provincial Assessment: 2009

	Not Yet Meeting	Meeting or Exceeding
<i>All Students (%)</i>	23	74
<i>Female (%)</i>	19	75
<i>Male (%)</i>	28	72
<i>Aboriginal (%)</i>	33	44
<i>French Immersion (%)</i>	Unknown	Unknown
<i>Total Participation #</i>	15	49

Assessment: Numeracy (FSA) Grade 7: 2009 (60 students participated, 27 male, 33 female, 8 Aboriginal, 3 excused)

Provincial Assessment: 2009

	Not Yet Meeting	Meeting or Exceeding
<i>All Students (%)</i>	23	72
<i>Female (%)</i>	33	61
<i>Male (%)</i>	11	85
<i>Aboriginal (%)</i>	50	68
<i>French Immersion (%)</i>	Unknown	Unknown
<i>Total Participation #</i>	14	41

**Evidence of Change:** (percentage meeting/exceeding expectations, unless otherwise noted)

- Slightly declining GNAP Grade 5 results: 98%, 84%, 96% meeting/exceeding, with 52%, 39%, 52% fully meeting and 0% exceeding expectations
- Declining/Recovering FSA Grade 4 results: 3 years – 80%, 70%, 74%
- Varying FSA Grade 7 results: 3 years – 74%, 85%, 72%

Targets (2010/2011):

- GNAP Grade 5: 90% with 40% fully meeting/exceeding expectations
- FSA Grade 4: 85% meeting/exceeding expectations
- FSA Grade 7: 85% meeting/exceeding expectations

Comment / Summary of Progress:

- Encouraging overall results for GNAP Grade 5, but need to increase number of students fully meeting and exceeding expectations
- FSA results need improving if our 2010/2011 target is to be met



Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school (*list one to three*)
 - Student use of common framework for problem solving
 - Collaborative Staff Team Meetings to discuss strategies and progress
 - Allocation of VP support teaching to intermediate students needing additional support, as identified through ministry designations and school based team referrals

- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)
 - Develop school based data on problem solving, by having teachers work collaboratively to choose, implement, and code standard grade level assessment problems, and use this assessment to guide teaching and to provide a more detailed measure of numeracy achievement than current data provides
 - Increase awareness and use of Ruby Payne strategies for meeting the needs of vulnerable learners

- How will we provide for staff development and collaboration (*brief overview of staff development plan connected to this goal one to three strategies, resources, structures*).
 - Pro D allotment for teachers to attend workshops and conferences
 - Collaborative Planning Meetings for grade groups (The principal takes students in gym, on a rotating basis, creating time for English Primary, French Primary, English Intermediate, and French Intermediate teachers to attend collaborative planning meetings. Meetings are scheduled on Fridays, alternating with assembly times. Students gain additional “Action Schools time while teachers plan. Teachers report out at regular staff meetings.)

- How will we involve parents?
 - SPC meetings
 - PAC meetings
 - Newsletters (Numeracy Corner)
 - Report conferences
 - Parent handbook feedback forms
 - Workshop for parents (see above)

- How will we monitor and adjust our actions?
 - School goals regular item on staff meeting agenda
 - Goal review at end of year
 - Release time for goal committee chairs to review progress

Goal # 3: Social Responsibility: To continue to develop socially responsible students.

Objective 1: To continue to develop student understanding of behaviour expectations, through use of consistent language.

Objective 2: To continue to develop student understanding and appreciation of diversity within our school community.

Objective 3: To continue to help students become responsible for their own health and well being.

Rationale:

- Students are most successful when they can learn in a positive, caring and safe environment: satisfaction surveys and school based data show this to be an area of strength, however, due to steady movement of students in and out of our school this area requires continued focus in order to maintain success and to improve steadily
- Students need to be provided with opportunities to demonstrate leadership

Data Sources:

Assessments: Primary and Intermediate STAR matrix tests

School Based Assessment: 2009

	Not Yet Meeting	Meeting or Exceeding
Primary	11%	89 %
Intermediate	11%	89%

(optional)

Assessments: Number of students with no behaviour incident slips and suspensions

School Based Assessment: 2009

	No Incident Slips	No Suspensions
% of Students	73%	92%

Assessment: Satisfaction Survey

Provincial Assessment: 2009

Satisfaction Survey Results	“ All of the Time” or “Many Times” (%)	
	Grade 4	Grade 7
Do you feel safe at school?	78	45
At school, are you bullied, teased, or picked on?	7	15
Do you know how your school expects students to behave?	92	57
Do you respect people who are different from you?	93	87
At school do you get exercise?	81	67

Evidence of Change: (percentage meeting/exceeding expectations, over 3 years, unless otherwise noted)

- Improving results for STAR matrix tests:
 - Primary: 63%, 83%, 89%
 - Intermediate: 91%, 85%, 89%
- Stable results for “No Incident Slips”: 71%, 74%, 73%
- Slightly declining results for “No Suspensions”: 95%, 94%, 92%
- Satisfaction Survey Results:

	Grade 4	Grade 7
○ Feel Safe:	89%, 89%, 78%	98%, 78%, 45%
○ Not Bullied, Teased:	88%, 89%, 93%	86%, 90%, 85%
○ Know Rules:	93%, 95%, 92%	86%, 95%, 67%
○ Respect Differences:	97%, 91%, 93%	88%, 89%, 87%
○ Get Exercise:	83%, 84%, 81%	78%, 69%, 67%

Targets (2010/2011):

- STAR matrix tests:
 - Primary: 85%
 - Intermediate: 85%
- No Incident Slips: 80%
- No Suspensions: 95%
- Satisfaction Survey Results:

	Grade 4	Grade 7
○ Feel Safe:	85%	90%
○ Not Bullied, Teased:	90%	90%
○ Know Rules:	95%	95%
○ Respect Differences:	95%	95%
○ Get Exercise:	85%	85%

Comment / Summary of Progress:

- Overall, encouraging results, except for low grade 7 satisfaction survey results

**Action Plan: These are the actions we believe will accomplish our objectives...**

- Continuing Practices that are working well in our school (*list one to three*)
 - Provide Student Leadership Opportunities (Peer Counselling, Student Leadership Program, Students Council)
 - Programs and events that promote inclusion/understanding diversity (“Me to We”, cultural days, Justice Theatre, Unicef)
 - Direct teaching of common language of STAR behaviour program, Stand By Me program
 - Use of Ruby Payne language in behaviour thinking papers (What did you do? When you did that what did you want? What are 4 other things you could have done? What will you do next time?)

- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)
 - Adjust STAR positive behaviour recognition to encourage a greater variety of reasons for handing out STAR recognition certificates, above and beyond “litter pick up”
 - Incorporate Stand By Me language (RAP: Responsibility, Apology, Promise to learn from your mistake) in disciplinary discussions with students
 - Explore alternatives to detention time in study hall that involve giving students opportunities to provide service to the school as consequences for misbehaviours

- How will we provide for staff development and collaboration (*brief overview of staff development plan connected to this goal one to three strategies, resources, structures*).
 - Pro D allotment for teachers to attend workshops and conferences
 - Collaborative Planning Meetings for grade groups (The principal takes students in gym, on a rotating basis, creating time for English Primary, French Primary, English Intermediate, and French Intermediate teachers to attend collaborative planning meetings. Meetings are scheduled on Fridays, alternating with assembly times. Students gain additional “Action Schools time while teachers plan. Teachers report out at regular staff meetings.)

- How will we involve parents?
 - SPC meetings
 - PAC meetings
 - Newsletters
 - Report conferences
 - Parent handbook feedback forms

- How will we monitor and adjust our actions?
 - School goals regular item on staff meeting agenda
 - Goal review at end of year
 - Release time for goal committee chairs to review progress

