

C.M. FINCH

FRAMEWORK FOR ENHANCING LEARNING
2022-2023

RESPECT + RESPONSIBILITY = HAPPINESS





WELCOME TO OUR SCHOOL

CM Finch is a vibrant and caring place. There is a strong sense of community among the families and staff at our school. 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.

Go Falcons!

FOCUSING ON STUDENT WRITING

The main school wide focus for our FESL this year is continuing to work at improving student writing. Our school data has shown us that our writing skills are an area that require more attention and we would like to see improvement in.



LANGUAGE ARTS

01

To have students with literacy related IEP goals meet them.

02

Intermediate students: To have 80% of students score a C+ or higher in their final Report Card in ELA.

03

Primary students: Meet or Exceed Expectations in ELA on their final Report Card.

04

Intermediate and primary students: develop strong writing skills.

Target - to have 80% meet or exceed expectations in writing.

Target - to have the school's percentage of grade four students perform at meeting or exceeding at or above the same level as the district or province on FSA in writing.

05

To have students who are on an Annual Instruction Plan to meet their goals.

07

Primary and intermediate students: meeting or exceeding the School District's Reading Assessment at their appropriate grade level.

06

Kindergarten students: show strong phonemic awareness.

Target- 80% of students in quartile 3 and 4 on phonological assessment.





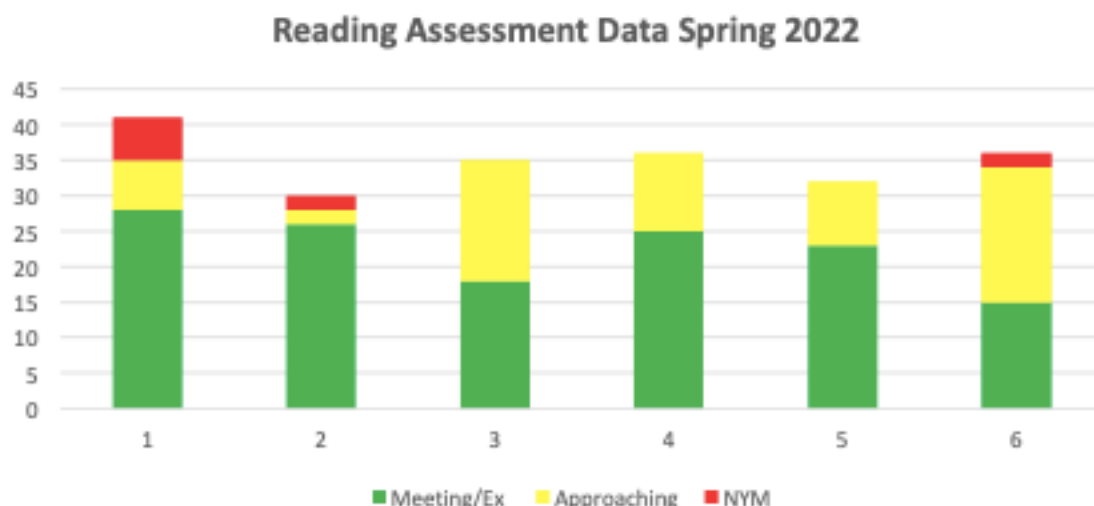
PERFORMANCE INDICATORS

Phonological Assessment.
QCA results
Cold Write Results

PM Results
Read 73 Results
Report Cards

Reading Data 2021/22

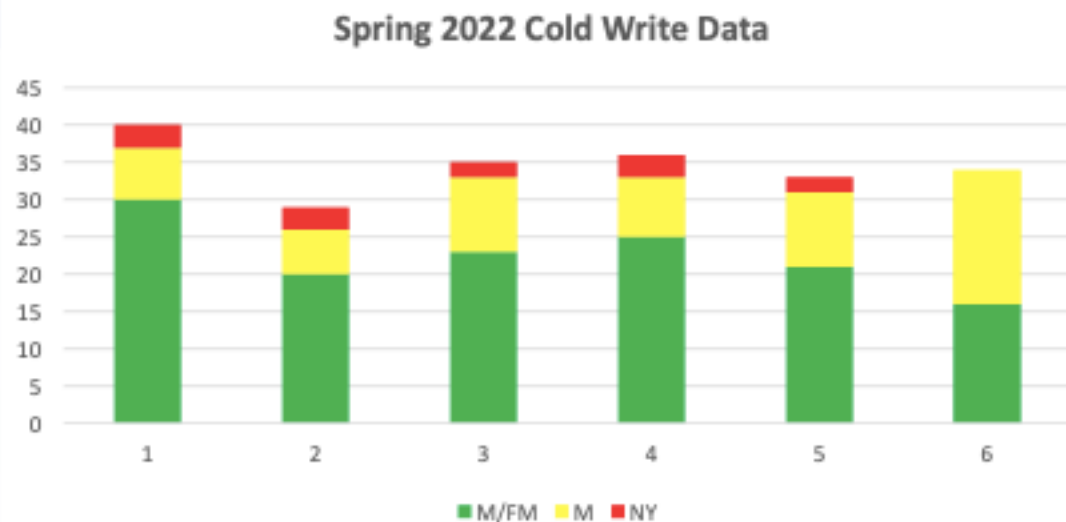
Grade	Meeting	APP	NYM
1	28	7	6
2	26	2	2
3	18	17	0
4	25	11	0
5	23	9	0
6	15	19	2



- **64% ME 31% Approaching 5% NYM**
- **Indigenous Student Achievement LA- 63% FM/ 27% Developing/ 9% Emerging**
- **Indigenous Student Achievement mirror overall school achievement data**
- **Low Achieving Cohorts we need to be aware of and support**
- **We need to continue to support growth in all achievement levels**

Writing Data 2021/22

Grade	M/FM	M	NY
1	30	7	3
2	20	6	3
3	23	10	2
4	25	8	3
5	21	10	2
6	16	18	0



- **58% ME 29% M 6% NYM**
- **Indigenous Student Achievement LA- 63% FM/ 27% Developing/ 9% Emerging**
- **Indigenous Student Achievement mirror overall school achievement data**
- **Need to Continue to Put Tough Effort and Focus into our Literacy Skills**
- **Continue to Challenge all Learners to Improve**
- **How can we engage families to encourage literacy skills at home?**



Smoking Pencils Pen Pals Writer's Cafe Heggerty Adrienne Gear

Words their way Authentic Writing 20 mins daily Peer Reading

Weekly Writing prompt on SeeSaw Free Writing with a prompt

Increase and promote indigenous titles



Talking Tables Great Leaps Reading Recovery Smart Learning

District Coaching RAZ Kids Newsletter ideas CWT Program

Personal Spelling dictionaries 6 traits of writing bins Book Fairs

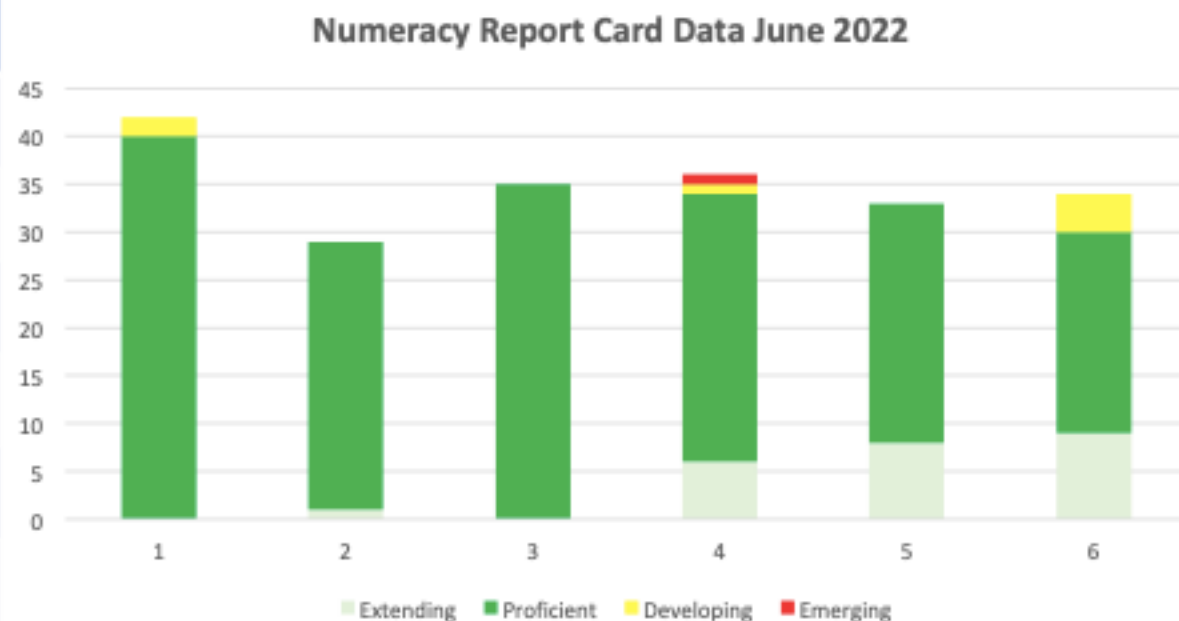
100 Easy Lessons

Ready Set Learn

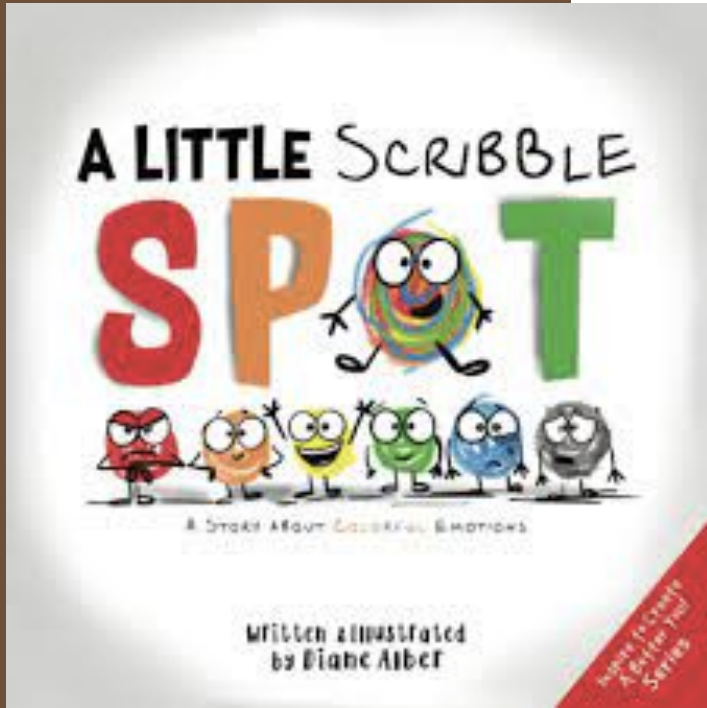
Staff Collaboration

Numeracy Data 2021/22

Grade	EXT/PRO	DEV	EM
1	40	2	0
2	29	0	0
3	35	0	0
4	34	1	1
5	33	0	0
6	30	4	0



- **96 % EXT/PRO 4 % DEV/EM**
- **Indigenous Data Mirrors School Wide Trend: 88% EXT/PRO 4% DEV/EM**
- **We are continuing to see a benefit from the FESL Focus on Numeracy in our teaching and learning resources.**
- **How do we continue to promote strong numeracy skills to enhance problem solving skills?**



SOCIAL EMOTIONAL LEARNING

Respect + Responsibility = Happiness

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 reviewed the Code of Conduct on the planning day in September.

Leadership Club

Bucket Fillers

Inter-murals

Buddy Projects

Monthly Virtues

Community Projects

Canteen Helpers

Zones of Regulation

Spirit Assemblies



As a team we deal with issues that arise, teach positive behaviours, and build consistent staff language and approaches to deal with behaviour. We review concept of rising expectations at assembly and through newsletters.