2025-2026 School Plan – (School Name)

ASD-W
Anglophone School District West

VISION
High Expectations & No Limitations

MISSION
Care Connect Curriculum

VALUES (Code Of Conduct)
Good Hands, Good Feet Good Manners

Goal(s)	Actions	Indicators of Success	Positive Learning and Working Environment Component:

By June 2026, 70% of the students in grades 6, 7 and 8 will be successful in the area of multiplication of decimals as measured by school-based phase assessments, the triangulation of classroom data (conversation, observation and student product), formative and summative assessment data.	1. Benchmark phase assessments are administered 3 times per year (Fall, Winter, Spring) to monitor progress.
	
	2. Math AST to be involved in team subject based PLC once per month and invite her into our classrooms for team teaching/learning opportunities.
	
	3. Targeted small group interventions, math stations, guided math/math conferences as least once per month but working toward providing these bi-weekly specifically on the multiplication of decimals.
	
	4. Incorporate multiplication of decimals into warm-ups at least once a week.
		1. Indicators of Success: Final Phase Assessment Results
		  a. 70% or more of students in Grades 6–8 score at or above the proficiency level on the final school-based phase assessment for multiplication of decimals.
		
		2. Growth Across Assessment Phases
		  a. Demonstrated progression in student performance from baseline to mid-year to end-of-year assessments.
		  b. Data shows a positive trend in accuracy and strategy use.
		
		3. Classroom-Based Evidence (Triangulated Data)
		  a. Conversations: Students can explain their thinking and justify their strategies for multiplying decimals.
			☐ Safety
			☐ Relationships
			☒ Teaching and Learning
			☐ Institutional Environment
			☐ Improvement Process

5. Formative and summative assessment. Examples include but are not limited to entrance slips, exit slips, clipboard cruising.

b. Observations: Teachers note consistent application of correct methods during independent and group work.

c. Student Products: Assignments, math journals, and projects show accurate and consistent decimal multiplication.

4. Formative and Summative Assessment Scores

a. At least 70% of students meet or exceed expectations on unit tests and report card evaluations related to decimal multiplication.

5. Teacher Documentation

a. Teachers record evidence of student mastery and reflect on instructional strategies that supported success.

b. PLC notes and intervention logs show targeted support and student response to instruction.

6. Student Self-Assessment

a. Students' report increased confidence and understanding in multiplying decimals.

b. Reflection tools (e.g., checklists, goal trackers) show students recognize their own growth.

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		☐ Safety ☐ Relationships ☒ Teaching and Learning ☐ Institutional Environment ☐ Improvement Process

By June 2026, 55% of the students in grades 6, 7 and 8 will be successful in Fluency as measured by the Oral Reading Assessment (ORF), the triangulation of classroom data (conversation, observation and student product), and formative and summative assessment data.	1. Complete ORF assessment 3 times per year: Fall: (October 2025), Winter: (February 2026), Spring (May 2026) to monitor progress.
	
	2. Partner reading (One student reads while the other listens and provides feedback, then they switch roles. Partners also discuss the meaning of the text to reinforce comprehension.)
	
	   a. Teachers will pair students strategically based on reading levels and needs.
	
	   b. Provide clear expectations and modeling for effective partner reading.
	
	   c. Incorporate partner reading into daily literacy blocks or intervention periods. -Monitor and adjust pairings based on progress data.
	
	3. Mini lessons on fluency deliver short, focused mini lessons targeting specific
		7. Equity of Success
		   a. Success is evident across all subgroups (e.g., English Prime, French Immersion, diverse learning needs), ensuring the goal is met inclusively.
		
		1. Assessment Data
		   a. ORF (Oral Reading Fluency) Assessments: Students meet or exceed the fluency benchmark (accuracy, rate, and expression) on ORF and school-based assessments.
		
		   b. Formative & Summative Assessments: Consistent improvement in fluency scores over time.
		
		2. Classroom Evidence (Triangulation)
		   a. Conversation: Students can read aloud with appropriate phrasing and discuss text meaning without heavy decoding.
		
		   b. Observation: Teacher notes show students reading smoothly, self-correcting errors, and using punctuation cues.
		
		   c. Student Product: Written responses demonstrate

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aspects of reading fluency (Whole group and small guided group):
 	
a. Identify key fluency components (e.g., phrasing, intonation, self-correction).
b. Schedule regular mini lessons (5–10 minutes) during literacy instruction.
c. Use modeling, think aloud, and repeated reading techniques.
d. Incorporate texts at appropriate levels for practice.
	comprehension, indicating decoding is automatic.
	
	3. Other Indicators
	
	   a. Increase in words correct per minute (WCPM)
	   b. Reduction in error rate during oral reading.
	   c. Growth in prosody ratings (expression, phrasing, intonation).
	   d. Students show confidence and engagement during reading tasks.
	   e. Teachers report fewer students struggling with decoding.
	
	4. PLC & School-Level Monitoring
	   a. Regular data reviews show upward trends toward the 58% target.
	   b. Intervention plans are adjusted based on progress monitoring.