

Frontenac School Plan 2019-2020

Knowing our why...

- At Frontenac School, our School Plan and everything we do is with purpose and intention. We take the time to think about our 'why' - why we are doing what we are doing and what impact it will have on student learning.

Data Driven

- Our school plan has been developed based on various data sources that have provided our team with an informed understanding of who our students are. We are working toward consistent assessment and best practices to support our school plan.
- We are using research-based information to make our decisions and striving for pre and post assessments to determine if interventions are working (Bruce Wellman – Collaborative Learning Cycle).
- We use data to analyze if our interventions and strategies are working and adjust our plan as needed.

Collaborative Approach

- The approach for supporting our School Plan is collaborative with staff, students, parents, community members, clinicians, divisional supports and outside agencies.
- We believe in our collective efficacy, which is a belief in our ability to positively affect students by working together (John Hattie).

Being Intentional in our Practices

- We are focusing on two main areas for our school plan, **Regulation and Literacy**. These two outcomes are based on data and the best practices for our students. Using collaborative planning time, our grade level teams are identifying areas of improvement and working together through **Teaching Sprints** (Simon Breakspear).



Our connections to the
LRSD Multi-Year Strategic
Plan:

Belonging Strategic Goal 1.1

"All learners will demonstrate a thorough understanding of equity and inclusion through a strong sense of connectedness to peers, staff and community"

- Responsive Classroom
- Weekly Smudge

Mastery Strategic Goal 2.1

"All learners will demonstrate evidence of improved achievement, engagement, and well-becoming as critical thinkers, problem solvers and communicators"

- Fountas & Pinnell
- PBL, Inquiry, GBL

Independence Strategic Goal 3.1

"All learners will demonstrate the aptitudes, skills and knowledge to be autonomous and confident in their innate ability to achieve goals and become life-long learners"

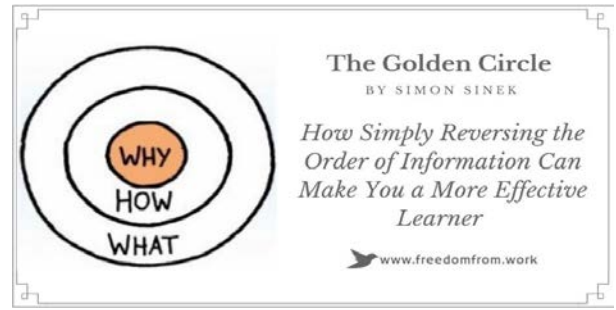
- Zones of Regulation
- Interactive Start

Generosity Strategic Goal 4.1

"All learners will demonstrate care and concern for others and their natural environment, so they feel safe to take risks, share successes and failures, and learn together"

- Bear Clan Patrol, Wpg Harvest
- Community Initiatives

“It’s not just **WHAT** or **HOW** you do things that matters; what matters more is that **WHAT** and **HOW** you do things is consistent with your **WHY**”
-Simon Sinek



THE WHY

🔥 Our Why

We believe that students that are regulated are better able to learn. Therefore, students that are able to regulate for longer periods of time and attend to tasks will have increased academic achievement. Regulation coupled with engagement (GBL, Inquiry, PBL) will lead to academic success.

The WHAT

🔥 Our What

Our school plan is focused on two main areas: **Regulation** and **Literacy**. Students will develop increased regulation skills that will help them manage typical school behaviours (ex. sitting, complying, engaging, listening) more successfully. Students will benefit from collaborative practices that strengthen our ELA assessment practices. Specifically, we are working with the LRSD Learning Team and Literacy Committee.

The How

🔥 Our How

We are implementing Tier 1 strategies (visual schedules, interactive start, mindfulness) and practices into every classroom that support regulation and literacy. Some key interventions/strategies we are using are Zones of Regulation, Mindfulness practices (including the HERO Project), collaboration with the LRSD Learning Team to identify and implement classroom and student specific strategies as well as addressing regulation during recess.

Our literacy team has been collecting data and information about our current literacy practices. They have been auditing our current literacy resources as well as working toward strengthening our assessment practices. The LRSD Learning Team is supporting our development and understanding of our assessment practices in ELA across grade levels in the area of writing.

