

Our Priorities	Goal 1: Literacy and Numeracy at Grade Level	Goal 2: All Students at Acceptable Level on PATs	Goal 3: All Students Graduate
<p>Learning Goal:</p> <p>Goal 1</p> <ul style="list-style-type: none"> All classes will exhibit noticeable improvement in their performance on the 3T and numeracy screens. <p>Strategies</p> <ul style="list-style-type: none"> Teachers, with administrative backing, will incorporate a systematic intervention strategy for literacy and numeracy, utilizing centers, flexible blocks, and other intervention frameworks. WWSD Tier interventions and integration into Collaborative Response Meetings Flex period/Teacher pullouts Teachers will use differentiated strategies to accommodate student learning. Specific and targeted goals for students on individualized programs <p>Goal 2</p> <ul style="list-style-type: none"> All students will be welcomed and have a sense of belonging in the Stirling School. <p>Strategies</p> <ul style="list-style-type: none"> Allow students a variety of ways to demonstrate their learning Identify marginalized students and work towards increased inclusivity Elementary Fun Fridays Monthly Elementary Color Assemblies/Activities Whole-school assemblies Whole school spirit weeks Honour Roll/Awards Assemblies Student council supported by administration <p>Goal 3</p> <ul style="list-style-type: none"> We will increase the percentage of our students eligible for post-secondary scholarships and opportunities (e.g. Rutherford and other scholarships, collegiate credits/programs, entrance to university programs, etc.) <p>Strategies</p> <ul style="list-style-type: none"> Administration will appoint and support an incoming academic counselor, working to digitize our student credit record-keeping. 	<p>Measures</p> <ul style="list-style-type: none"> All classes will demonstrate measurable improvement on the 3T and numeracy screens over the course of the 2022-23 school year. In order to address identified areas of concern, teachers (with the support of administration) will integrate a systematic approach to literacy and numeracy intervention (through the use of centres, flex blocks, and other intervention structures). <p>Celebrations</p> <ul style="list-style-type: none"> Percentage of students reading at grade level <p>Moving Forward</p> <ul style="list-style-type: none"> “Literacy Corner” communication with parents, full of information that can be used at home to expose child(ren) to more reading opportunities. Continue with literacy/numeracy intervention in Division I and II. More effectively use Flex for literacy and numeracy intervention in Division III and IV. 	<p>Measures</p> <ul style="list-style-type: none"> Parent night to involve parents in the educational process. Encourage students to sit down with our academic counselor to map out their educational journey starting in grade 9. Provide staff with professional development on different teaching strategies and assessment tools. <p>Celebrations</p> <ul style="list-style-type: none"> Our school had a 96.5% attendance average throughout the school year. This after coming out of a world pandemic is impressive. Our DIP and PAT results were excellent, however there is always room for improvement. Learning overtime - This is one of our advantages in our pre K-12 school that we can meet the needs of our students and how we can best assist them with their education as we have them for potentially 14 years. <p>Moving Forward</p> <ul style="list-style-type: none"> All students will reach the acceptable standard on the Provincial Achievement Tests. Teachers in non-PAT grades/courses will identify and develop student competencies in key areas. 	<p>Measures</p> <ul style="list-style-type: none"> Celebrate successes through assemblies and social media platforms Frequent opportunities to collaborate to design activities for students K-6 teachers will utilize CRM meeting time to analyze and address literacy and numeracy needs through intervention strategies and classroom practice. 7-12 teachers will organize FLEX blocks such that they can address emergent needs through targeted intervention strategies. We will begin by targeting vocabulary acquisition. <p>Celebrations</p> <ul style="list-style-type: none"> The individual meetings between high school students and Mrs. Branch, our educational counselor, has been an integral part of students and parents feeling like they know what they need to do in order to achieve where they would like to end up. Students have taken advantage of our rewrite policy as teachers continue to work with students during Flex, before or after school to reinforce learning if and when the student is interested. <p>Moving Forward</p> <ul style="list-style-type: none"> Collectively, Stirling staff will work to create a culture wherein students feel supported, safe, and successful in their academic and co-curricular endeavors. Additionally, our academic advisor will maintain careful records with regard to each high school student’s credit count, and chart an appropriate course plan for graduation. Moving forward we want to build into our rewrite policy some rigour as students move closer to graduation.