STIRLING SCHOOL
2023-2024 Results Review Report (for the 2024-2025 school year)
Vision: **Stirling School will be a collaborative community of engaged learners that inspires all students to realize their full and complete potential.**

Our Priorities	Goal 1: Literacy and Numeracy at Grade Level	Goal 2: All Students at Acceptable Level on PATs	Goal 3: All Students Graduate
Learning Goal: **Goal 1** ● **Improve Foundational Literacy and Numeracy for All Students** **Strategies** ● 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 ● Flex period/Teacher pullouts ● Teachers will use differentiated strategies to accommodate student learning. ● Specific and targeted goals for students on individualized programs **Goal 2** ● **Foster a Safe, Inclusive School Environment That Promotes Student Belonging and Demonstrated Learning** **Strategies** ● Allow students a variety of ways to demonstrate their learning ● Identify marginalized students and work towards increased inclusivity ● Monthly Elementary Color Assemblies/Activities ● Whole-school assemblies ● Whole school spirit weeks ● Honour Roll/Awards Assemblies ● Student council is supported by the administration **Goal 3** ● **Preparing students for work outside of school in a K-12 setting involves an approach that emphasizes both academic and life skills.** **Strategies** ● By fostering the following skills and providing various experiences, schools can better equip students for the demands of the workforce. Career exploration, workplace readiness skills, work experience, special projects, internships, apprenticeships, soft skill development, academic advising, workplace etiquette, and networking, and real-world problem solving.	**Measures** ● All classes will demonstrate measurable improvement on the 3T and numeracy screens over the course of the 2023-24 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). **Celebrations** ● Percentage of students reading at grade level **Moving Forward** **1. Structured Intervention Blocks** ● **Implement regular intervention time** (e.g., flex blocks, WIN time – "What I Need") across divisions for targeted literacy and numeracy support. ● **Group students based on screening results** to receive differentiated instruction in small groups, led by classroom teachers or support staff. ● **Monitor progress bi-monthly** and adjust groupings and strategies accordingly. **2. Use of Learning Centres in Early Divisions** ● Establish **literacy and numeracy centres** in K–6 classrooms focused on core skills such as phonemic awareness, decoding, number sense, and fact fluency. ● Provide professional development for teachers on running effective centres. **3. Data-Informed Teaching** ● Engage in **regular team meetings to analyze 3T and numeracy screen data** and identify trends, strengths, and needs. **4. Family Engagement** ● Provide **home literacy and numeracy kits or tips** to reinforce learning outside of school.	**Measures** ● Parent night to involve parents in the educational process. Encourage students to sit down with our academic advisor to map out their educational journey starting in grade 9. ● Provide staff with professional development on different teaching strategies and assessment tools. **Celebrations** ● Our school had an overall fantastic attendance average throughout the school year. ● 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. **Moving Forward** **1. Early Identification and Intervention** ● Use **formative assessments, screen data, and classroom observations** to identify students who are at risk of not meeting the acceptable standard. ● Begin **targeted intervention** as early as possible. ● Use **benchmark assessments and PAT-style questions** throughout the year to monitor progress and prepare students for the format. **2. Explicit Test Preparation** ● Incorporate **PAT-style practice questions** into regular instruction. **3. Structured Review Periods** ● Use **flex blocks or lunch-hour sessions** for optional review or enrichment tailored to specific areas of need. **4. Parent Engagement** ● Inform families about PAT timelines and expectations, and **encourage support at home** (e.g., reading regularly, practicing math facts). ● Host **information nights or newsletters** to provide parents with strategies to help students at home. **7. Build Student Ownership** ● Set **individual learning goals** with students and track their progress using visual tools like data folders or progress charts.	**Measures** ● Celebrate successes through assemblies and social media platforms ● Frequent opportunities to collaborate to design activities for students ● K-6 teachers will utilize Collaboration 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. **Celebrations** ● The individual meetings between high school students and Ms. Pot/Mr. Blackmore, our educational advisor/off-campus coordinator, 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. **Moving Forward** ● 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.