

## 2025-2026 School Plan – Harvey Elementary School

<b>VISION</b> <i>For all HES students to be HEROES (Hardworking, Empathetic, Resilient, Optimistic, Empowered, Successful)</i>			
<b>MISSION</b> <i>At Harvey Elementary, we believe all students have the potential to be HEROES in their own right, and we are dedicated to guiding them on their journey.</i>			
<b>Motto</b> <i>Be Safe. Be Respectful. Be Responsible. Be Kind.</i>			
Goal(s)	Actions	Indicators of Success	Positive Learning and Working Environment Component:
Math Fact Fluency – to improve students’ automaticity/recall of math facts at each grade level (K-5). Math Fact Fluency is the first building block for learning additional math skills.	<p>Teachers conduct pre-tests to determine the level of fluency for each student. Tests look different depending on the grade level.</p> <p>Each class (except Kindergarten as they are learning the basics of number recognition, adding one/minus one) has a Math Fact Fluency cart with learning activities to support students at their current level of fact fluency. Time is dedicated each day, in each class, for practicing math facts.</p>	The automaticity of recalling facts will be evident during testing, clipboard cruising (formative assessments) and during the instruction and evaluation of other Math strands as math fact fluency is the base for additional math instruction and outcomes.	<input type="checkbox"/> Safety <input type="checkbox"/> Relationships <input type="checkbox"/> Teaching and Learning <input type="checkbox"/> Institutional Environment <input checked="" type="checkbox"/> Improvement Process
Literacy – focus on Reading Fluency & Comprehension; Spelling & Vocabulary, (Grade 3-5 – EP & FI)	Data is collected 3 times a year (Beginning of Year/Middle of Year/End of Year) in the form of Dibel assessments, the Maze and the Words Their Way Spelling inventories.	The data collected allows teachers to narrow their focus on instruction needed for students who require additional support to strengthen their skill set with reading fluency, spelling, comprehension or vocabulary. The indicators of success will be evident in the work the students produce in class, as well as on the	<input type="checkbox"/> Safety <input type="checkbox"/> Relationships <input type="checkbox"/> Teaching and Learning <input type="checkbox"/> Institutional Environment <input checked="" type="checkbox"/> Improvement Process

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<p>Kindergarten-Grade 2 EP – teachers are now incorporating the UFLI reading program/lesson plans (based on the science of reading), into their daily literacy plans.</p>	<p>Our Academic Support Teacher works with the K-2 teachers and their classes to provide support for whole class and small group instruction (determined by assessing students’ needs). Teachers are also working with small groups to help build skills to increase reading skills and abilities.</p>	<p>second and third data collection periods where they are reassessed.</p> <p>Students’ abilities to decode familiar, and newly introduced words when reading will be assessed through both formative and summative assessments. The main indicator of success is that students’ reading abilities will improve and be strengthened which results in them being capable readers.</p>	
<p>Teachers will collaborate to look at reoccurring behaviours that happen on the playground and what strategies will be most effective to address them (reteaching, loss of privilege to allow reteaching to occur, or temporary loss of privilege) depending on the severity of the behaviour.</p> <p>Support staff will also be included so they can address behaviours if appropriate and depending on the situation.</p>	<p>For playground behaviours, a clipboard will be placed at each door for duty teachers to record behaviours/students’ names whom they addressed, or for whom an administrator needs to take further action. An App for tracking behaviours is also being researched but requires one that stores data on a Canadian server and is approved by EECD.</p> <p>Students who are demonstrating repeated unexpected behaviours on the playground, even after many interventions by duty teachers, will meet with the principal or vice principal, or the Behaviour Intervention Mentor (BIM) or School Counsellor, depending on the behaviour expectation that needs to be addressed.</p>	<p>An improvement in behaviour/following expectations when on the playground will be evident through a decrease in the tracking of unexpected behaviours by duty teachers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Safety</li> <li><input type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Teaching and Learning</li> <li><input checked="" type="checkbox"/> Institutional Environment</li> <li><input type="checkbox"/> Improvement Process</li> </ul>

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