2026-2027 School Plan – Chipman Elementary School

VISION

At Chipman Elementary School, we envision a supportive and inspiring learning community where every student is empowered to reach their full potential, embrace lifelong learning, and contribute positively to society with confidence, creativity, and respect.

MISSION

Our mission is to develop in all students the attitudes, skills, and knowledge to function successfully in everyday living.

VALUES

At Chipman Elementary School, we strive to be EAGLEs by showing enthusiasm for learning, accepting others, being generous with our time and kindness, remaining loyal to our school community, and demonstrating empathy in all that we do.

Goal(s)	Actions	Indicators of Success	Positive Learning and Working Environment Component:
By June 2027, we will improve student reading proficiency by strengthening foundational literacy skills (phonics, decoding, and fluency) and increasing reading comprehension, as measured by DIBELS assessments, EGLA benchmarks, and Words Their Way data.	• Strengthen Foundational Skills Through Daily Structured Literacy Instruction • Implement consistent, explicit instruction in phonics and decoding using structured literacy practices (e.g., UFLI routines in K–2 and Words Their Way in Grades 3–5), supported by daily practice with decodable texts and targeted small-group instruction.	• Increase the percentage of students meeting grade-level expectations in literacy from approximately 65% to at least 75%, as measured by DIBELS, EGLA, and classroom benchmarks. • Increase the percentage of students demonstrating proficiency in reading fluency (rate, accuracy, and prosody) to at least 85% across Grades K–5. • Increase the percentage of students demonstrating proficiency in word study (phonics and spelling patterns) to at least 80%, as measured by EGLA and Words Their Way data.	☐ Safety ☐ Relationships ☒ Teaching and Learning ☐ Institutional Environment ☐ Improvement Process
By June 2027, we will improve student achievement in numeracy by strengthening number sense and problem-solving skills, resulting in an increased percentage of students meeting grade-level expectations, as measured by year-end assessments, classroom-based benchmarks, and formative assessment data.	• Strengthen Number Sense Through Consistent, Structured Instruction • Implement daily, explicit number sense instruction using hands-on materials, visual models (number lines, manipulatives), and flexible thinking routines across all K–5 classrooms.	• Increase the percentage of students meeting grade-level expectations in numeracy from approximately 60% to at least 70%, as measured by year-end assessments and classroom benchmarks. • Increase the percentage of students demonstrating proficiency in number sense (place value, number relationships, and number line understanding) to at least 80% across Grades K–5. • Increase the percentage of students accurately solving grade-level problems involving operations and reasoning to at least 75%, as measured through classroom assessments and problem-solving tasks.	☐ Safety ☐ Relationships ☒ Teaching and Learning ☐ Institutional Environment ☐ Improvement Process

** If you would like to review the School Plan in greater detail, please reach out to the school principal.*

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By June 2027, at least 75% of students will demonstrate growth in social-emotional competencies, with a specific focus on improving safety, reducing bullying behaviours, and strengthening peer relationships, as measured by student surveys, behaviour tracking, and teacher observations.	• Increase student sense of safety • Implement a consistent, school-wide approach to teaching, modeling, and reinforcing safe behaviours and expectations (EAGLE), with explicit instruction during the first six weeks of school and ongoing reteaching throughout the year.	• Increase the percentage of students who report they feel safe at school (most of the time or always) from 65% to at least 75%. • Decrease the percentage of students reporting they have been bullied during the school year from 65% to below 55%. • Reduce behaviour and office referral incidents related to peer conflict by at least 25%, as measured through school-based behaviour tracking data.	☐ Safety ☒ Relationships ☐ Teaching and Learning ☐ Institutional Environment ☐ Improvement Process

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