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Fairvale Elementary School

School Improvement Plan

2013-2016

**Ends Policies for 2013-2016**

**Ends Policy #1**

* All members of the Fairvale Elementary School community will work to improve school climate and maintain a positive learning environment.

**Ends Policy #2**

* Students at FES will demonstrate continuous improvement in literacy skills, striving to meet or exceed the standards set by the Province of New Brunswick.

**Ends Policy #3**

* Students at FES will demonstrate continuous improvement in numeracy skills, striving to meet or exceed the standards set by the Province of New Brunswick.

**Ends Policy #4**

* To enhance family engagement and community **partnerships**.

**Ends Policy #5**

* To provide opportunities for staff to learn about mental health issues in children and to promote school and district wide initiatives that promote mental fitness.

Ends Policy #1

All members of the Fairvale Elementary School community will work to improve school climate and maintain a positive learning environment.

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| Smart Goal | Strategies | Timeline | Responsibility | Indicators of Success |
| To decrease the occurrences of inappropriate behaviours of students by 2.5% annually as measured by Winschool and “Walk and Talk” referrals by June 2016. | Obtain a baseline set of data as measured by WinSchool referrals | November 2013 | Administrators and SIW | WinSchool Data baseline collection |
| Communicating consistent, clear expectations to all students | Sept., Jan., and May annually | Administration, classroom teachers, SIW, support staff | School assemblies in September, January and May for training and reinforcing. Classroom training, consistent visuals posted around the school. |
| Recreate our school behaviour pyramid of Intervention | January 2014 and then annually (in September) | Entire staff initiated–Pyramid subcommittee | Updated pyramids (academic and behavior) created. Revisit yearly. |
| Apply consistent responses to inappropriate behaviours within the school. | December 2015 | Classroom teachers, EST-Guidance, SIW | Teachers understand and implement behaviour pyramid of interventions. Discussion of progress of students and brainstorm initiatives to aid struggling students at weekly ESST meetings. |
| Establish consistent responses to inappropriate behaviours on the playground and delineate responsibilities. | November 2013 | EST-Resource | Document : “Responses To Playground Behaviour”, binder of “Walk and Talk” referrals, |

Ends Policy #1

All members of the Fairvale Elementary School community will work to improve school climate and maintain a positive learning environment.

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| Smart Goal | Strategies | Timeline | Responsibility | Indicators of Success |
| 90% of the student population will understand and practice the 7 habits by June 2015. | Establish a positive recognition program for students who demonstrate living one of the 7 habits. | January 2013  \*Revised Feb. 2014 | Leader in Me team | Sticker referral and photos posted.  \*Ballot referral by teachers, video announcement recognition, monthly assembly recognition, ballots sent home for family engagement |
| Teach and reinforce the 7 habits (one monthly) | Monthly until June 2016 | Classroom teachers, guidance,  Cool Cats, administration (Class time PLC assemblies), SIW | Guidance schedule, visuals in school, announcements, 7 Habits Book Baskets, 7 Habits in School agenda, monthly assemblies (videos, stories), monthly school newsletter |
| Promote student leadership roles |  |  | Grade 5 students apply for and are granted leadership roles ( junior secretary, literacy buddies, video announcers)  Students in gr. 3-5 apply for and lead student led clubs. |

Ends Policy #2

Students at FES will demonstrate continuous improvement in literacy skills, striving to meet or exceed the standards set by the Province of New Brunswick.

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| Smart Goal | Strategies | Timeline | Responsibility | Indicators of Success |
| To increase overall reading scores by 2.5% per year over 3 years as measured by school data. | Recreate our Academic Pyramid of Intervention. | January 2013 | Entire staff initiated–Pyramid subcommittee | Updated pyramids (academic) created. Revisit yearly. |
| Ensure teachers feel confident and supported in using the balanced literacy tier one strategies (academic pyramid of intervention) | September annually | EST-Literacy, Resource, admin | Evidence of tier one strategies being used and fewer students being moved up to tier two |
| Implement and administer benchmark assessment | Nov., March and June annually | Classroom teachers, PLC | Early identification of students who need literacy intervention |
| Provide stretch learning opportunities | Ongoing | Classroom teacher, EST- Literacy | Children are reading at their level, providing opportunities to present, participation in Hackmatack book club and literacy enrichment groups. Attendance at noontime library clubs |
| Implementation of the ELF program | October 2013 | EST-Literacy, classroom teachers | Program is active. Teachers provide feedback of their student’s growth. i.e. reading stamina |
| Increase engagement in reading | Ongoing | Classroom teachers, EST Resource, EST Literacy | RAZ Kids data, observation during walk-throughs, Apps on iPads. Listening centres in classrooms. Use of various literacy websites (i.e. Tumblebooks, Starfall), Literacy Day , encourage participation in Scholastic book fair/ book clubs |
| Provide professional learning opportunities to build capacity of teachers in reading | January and May check ins yearly | PD committee, ESST | Book studies, professional learning days, PD committee minutes. PD opportunities align with SIP goals. |

Ends Policy #2

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| Smart Goal | Strategies | Timeline | Responsibility | Indicators of Success |
| To increase overall writing scores by 2.5% per year over 3 years as measured by school data. | Recreate our Academic Pyramid of Intervention. | January 2013 | Entire staff initiated–Pyramid subcommittee | Updated pyramids (academic) created. Revisit yearly. |
| Ensure teachers feel confident and supported in using the balanced literacy tier one strategies (academic pyramid of intervention) | September annually | EST-Literacy, Resource, admin | Evidence of tier one strategies being used and fewer students being moved up to tier two. |
| Implement and administer benchmark assessment | Nov., Mar., and June annually | Classroom teachers, PLC, EST-Literacy | Early identification of students who need literacy intervention, guided writing groups. PLCs by grade level will use exemplars and writing standards to assess writing benchmarks three times each year |
| Provide professional learning opportunities and resources to build capacity of teachers in writing | Ongoing | ESST, EST Resource, classroom teachers, PD Committee | Writing A-Z subscription, Daily Café website subscription, Professional book study, use of Write Traits, use district literacy mentors to demonstrate sample writing lessons based on targeted grade level genres. |
| Increase engagement in writing. | Ongoing | Classroom teacher, EST Literacy, EST Resource | Authentic opportunities for writing i.e. Pen pals (i.e. Dialogue NB), Magic Mailbox, thank you letters, Wall of Fame. |

Ends Policy #2

Students at FES will demonstrate continuous improvement in literacy skills, striving to meet or exceed the standards set by the Province of New Brunswick.

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| Smart Goal | Strategies | Timeline | Responsibility | Indicators of Success |
| A minimum of 10% of students will attain strong achievement in writing as measured by school data. | Provide stretch learning opportunities | Nov., March, June | Classroom teachers, EST Literacy, ESST, Administration | Participation in author’s writer’s workshop, EST Literacy writing groups, guided writing groups, providing opportunities to share excellent writing, teachers are familiar with provincial standards for strong performance, consultation with district enrichment supervisor |
| Display, model and discuss strong writing samples (exemplars) | Nov., March, June | Classroom teachers, EST-Literacy | PLC minutes, seeing strong writing displayed |

Ends Policy #3

Students at FES will demonstrate continuous improvement in numeracy skills, striving to meet or exceed the standards set by the Province of New Brunswick.

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| Smart Goal | Strategies | Timeline | Responsibility | Indicators of Success |
| To increase overall math scores by 2.5% per year over 3 years as measured by school, district, and provincial data. | Recreate our Academic Pyramid of Intervention detailing specific mathematic interventions. | June 2014 | ESST, EST-Numeracy, Core Leadership team | Updated pyramids (academic) created. Revisit yearly. |
| Ensure teachers feel confident and supported in using the balanced math approach for instruction | Monthly PLCs | PLC teams, Numeracy lead | PLC minutes, flexible groupings, evidence of balanced math approach in classroom (math word wall, use of manipulatives, teacher working with small groups) |
| Implement and administer benchmark assessment | Nov., March, June annually | Classroom teachers, EST Numeracy, EST Resource | Teachers are teaching to the students based on benchmark results. |
| Provide professional learning opportunities | April/May 2014, August 2014 | PD committee, EST-Numeracy, Admin | Participation in math book study April/May 2014. Participation in follow up PD with Numeracy Lead |
| To develop a math library to build capacity of teachers in numeracy | Fall 2014 | EST-Numeracy, PLCs, Admin | Usage (sign out), evidence of implementation of new ideas in classes |
| To develop a list of commonly used manipulatives by grade level as well as a current inventory | Late spring each year | PLCs, EST-Numeracy, math subcommittee | New teachers to a grade level have required manipulatives. |
| To increase engagement through school wide and/or grade level math events | Fall, winter (school wide), spring | Math committee, EST-Numeracy, Admin | Parental attendance, deeper understanding of concept (scores go up), feedback from exit slip, monthly newsletters. |

Ends Policy # 4

To enhance family engagement and community partnerships.

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| Smart Goal | Strategies | Timeline | Responsibility | Indicators of Success |
| To increase family participation by 15% in school based events ie. Gabriel Kuling Run, Curriculum Night by June 2016 | Create a mechanism for tracking family participation in events | October 2013 | Administration | Tracking mechanism is being used. |
| Establish baselines in the school year 2013-2014 | End of 2013-2014 school year | Administration | Data is kept and available |
| Provide multiple means of communication about school events | Starting in August and for each event (as required) | Administration, teachers and support staff (event committees) | Personal invitations to participate, reminders in Synrevoice, notes home, classroom and school newsletters, homework sheet/agenda electronic announcements, website, “School Days” announcements on 97.3 The Wave, community signage, track the number of followers on Twitter |
| Provide incentives for participating/attending | Before each event | Administration, teachers and support staff (event committees) | Food, prices, gifts |
| To develop and maintain at least one local and one global partnership by June 2016. | Research possible partnerships in the community and globally | October 2013 | Administration and “Leader in Me” team | Partnerships established with Big Brothers/Big Sisters, Kings Way Care Centre, Free the Children and Superstore |
| Initiate the relationship and select participants. | June 2014 | Administration, staff, student leaders | Meeting notes, staff meeting minutes |
| Schedule regular events and visits | As events occur | Team leaders | Meetings are occurring |

Ends Policy #5

To provide opportunities for staff to learn about mental health issues in children and to promote school and district wide initiatives that promote mental fitness

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| Smart Goal | Strategies | Timeline | Responsibility | Indicators of Success |
| Provide opportunities for all school staff to learn about mental health issues in children | Provide all staff an opportunity to hear Dr. Bill Morrison (UNB) on mental health (via technology) | August 2015 | Administration | Sharing Dr. Morrison’s presentation |
| Guest speaker, Child Psychologist Dorothy Price on childhood anxiety | November 2015 | Administration | Staff in attendance at the session |
| Professional Learning day doing a book study of “The Whole Brain Child” | January 2016 | Administration and ESST | Book Study completed  Feedback from training will indicate if staff have a better understanding of mental health challenges. |
| An introduction to mindfulness by Canadian Mental Health Association | December 2015 | CMHA and Administration | Staff in attendance at the staff meeting |
| Promoting mental fitness for staff at FES | Creation of a Zen Den ( a quiet space for staff to practice mindfulness) for all staff | 2016 | Shari McNeill & School Based Wellness Committee | Staff regularly access the Zen Den for relaxation and personal wellness |
| Yoga offered for staff after school | 2015- 2016 | Shari McNeill & Wellness Committee | Staff attend Yoga  Staff continue to request yoga as an activity on our wellness survey |
| An active wellness committee who plans and organizes a variety initiatives | 2015-2016 | School Based Wellness Committee | Monthly Meetings and reports at staff meetings  Staff survey on wellness |
| Art offered for staff after school | 2015-2016 | Jennifer Russell & Wellness Committee | Staff attend Art Classes  Staff continue to request art classes as an activity on our wellness survey |
| Promoting mental fitness for students at FES | Each classroom is equipped with a brain bike that is accessible by all students for the purpose of self-regulation | 2015-2016 | Administration and Classroom teachers | Staff receive training on how to use brain bikes  All classrooms have brain bikes by January 2016  Students regularly access the brain bikes |
| Improvements are made to the sensory room to improve the experience for all students who use the space. | 2015-2016 | EST-R, SIW & Administration | Items are selected and ordered to improve the sensory experience  OT and EST-R collaborate on selection of items for the sensory room  EA’s are trained on the equipment available  Larger space provided  Data of sensory room usage |
| Comprehensive Behaviour Pyramid of Interventions | 2015-2016 | All Staff | All teachers complete a personalized electronic Behaviour Pyramid of Intervention per student. |
| Facilitating relationships to promote CAR (Competency, Autonomy, and Relatedness) | 2015-2016 | All Staff | All classes have a buddy class  Identified students have a mentor with Big Brothers and Big Sisters  Weekly classes participate in Intergenerational Buddies with Kings Way Care Centre  ELF (Early Literacy Friends)  PALS Program  Rainbows Program offered  Eating lunch with your students |
| Fidget Kits are made for each classroom for the purpose of normalizing the use of fidgets and improving access for all students to help with self-regulation | 2016 | EST-R, SIW & Administration | Kits are available in the classroom  Students use the fidget kits |
| Kindergarten teachers and EST-Guidance receive Fun Friends training | August 2015 | Mary Ellen Veale, Christine Reevey, Carla Olive, and Shonna Martin | Data collected and analyzed regarding the program effectiveness through parent surveys ( administered 3 times annually) |
| Mind up Curriculum piloted in Grade 3 and Grade 1 | Fall 2015 | Ashley Creamer, Laurie Shillington, Wendy Romeo, Elsa Russell, Bonnie Hierlihy and Angela Gionet, | Data collected and analyzed regarding the program effectiveness pre and post delivery |
| Sensory Circuit is available around the school | 2013-2016 | EST-R and OT | Students use the sensory circuit to self-regulate |