



*School
Improvement
Plan
2018-2021*

The Vision of Lakefield Elementary School Community is:

To provide an orderly, positive and enriching environment for academic and social growth.

The Mission of the Lakefield Elementary School Community is:

All members of the Lakefield Elementary School community will reach their maximum potential.

Ongoing Programs / Initiatives

Parent Communication and Involvement:

Parental surveys	Volunteer Recruitment	Family Literacy Day
Monthly/Weekly Classroom Newsletters		Family Fun Day
Monthly School Newsletter	Student Feedback	School Handbook
Web Site – Posting SIP and School Newsletters		
Add link to various District & Provincial Policies		

Positive Learning Environment:

Recycling Programs	Student Volunteers	Math Buddies	Harbor Lights
Intramural Program	Wellness Events	Reading Buddies	Healthy Choices
Student Leaders	Lunch Clubs	Playground Renovations	
Writing Buddies	Jump Rope for Heart	Transition Meetings	Running Club
Principal's Good Book	Lobby Displays	Family Fun Day	Peer Helpers
Choir Concerts	Theatre Productions		

Curriculum Delivery:

Integration of Technology	Math Night for Parents	Writing across the curriculum
Cross Curricular Teaching	Grade Level Meetings	Continuation of PLC's
Team Teaching	Meet the Teachers Night	Music Programs
Subject Teaching	Home and School Meetings	
Integrate Math, Literacy, Science and Social Studies into the Phys Ed curriculum		

Monitoring Actions

At every second staff meeting, the improvement plan and its progress will be discussed and reviewed by the staff.

Through the use of "Walk Through" supervision, the Administration will monitor the progress of the plan.

The Principal will report to the PSSC in October, January and June of each year with respect to the school's progress towards achieving the plan.

Parent Communication and Involvement

Goal: Increase parent / grandparent involvement in school committees, initiatives and to improve communication between the school, teachers and the parents.

<i>Strategies / Action</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of Success</i>
Improve the look of the front page of the School Webpage and further develop and keep up to date the Lakefield's web site.	2018 to 2021	Administration	Parents are knowledgeable about various aspects of school life. Parents having fewer questions and phone calls to the school regarding events etc.
Continue voice mail, e mail distribution list and post voice mails on School Web Site.	2018 to 2021	Administration	Parents are knowledgeable about various aspects of school life.
School Newsletters will reflect need of volunteers for school based activities (noon time activities)	2018 to 2021	Administration, Home & School	Parents are knowledgeable about various aspects of school life. Increase in the number of grandparents volunteering
Monthly or weekly classroom newsletters sent home. Increase the use of class dojos (online school & home communication system) as a means of communication.	2018 to 2021	Teachers	Parents are knowledgeable about various aspects of school life. Positive Parent Perception Survey Results.
Hold a volunteer orientation evening and create an updated volunteer forms outlining more specific needs.	2018 to 2021	Home & School	Increase in the number of parents / grandparents volunteering.
Hold 3 family evening events.	2018 to 2021	Teachers, Administration, Home & School	Increase in the number of parents / grandparents volunteering.
Improve "Meet the Teacher" evening. A family activity followed by the teacher presentation.	2018 to 2021	Administration, Teachers	Improved teacher/parent relationship. Clearer picture of classroom expectations.

Literacy – Speaking and Listening

Goal: Teachers will instruct and assess speaking and listening skill for students to clearly express ideas/thoughts/feelings/ experiences.

<i>Strategies / Action</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of Success</i>
Use release time to observe co-worker during literacy block.	2018 to 2021	Teachers, Administration	More teachers using this time effectively.
Revisit the purpose of “Soft Start” with help from the literacy Coach.	2018 to 2021	Teachers, EST-L	Soft Start is becoming more developed and improved to reflect best practice by consulting the “Look For” document.
Create projects in other subject areas to promote oral language and development.	2018 to 2021	Teachers	Each attribute will be assessed and recorded for each benchmark period.
Teachers will use the “Nine Components of Balanced Literacy” effectively and with intent, across all curricular areas, to maximize each student’s skill development in literacy.	2018 to 2021	Teachers, EST-L	Teachers will implement and review benchmark assessments and compare results between benchmark periods. (Three per year)
Teachers will utilize effective Formative Assessment as a teaching and learning process and to provide on-going descriptive feedback throughout the entire learning cycle.	2018 to 2021	Teachers, EST-L	Teachers will implement and review benchmark assessments and compare results between benchmark periods. (Three per year)

Literacy – Reading and Viewing

Goal: *To increase students reading levels, fluency, and comprehension to create a love of reading and learning.*

<i>Strategies / Action</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of Success</i>
Use release time to observe co-worker during literacy block.	2018 to 2021	Teachers, Administration	More teachers using this time effectively.
Continue to apply and implement the Daily Five in all our classrooms.	2018 to 2021	Teachers	Increase in the amount of small group work within classroom.
ELF Program for Grade 2 students.	2018 to 2021	Teachers, EST-L, Administration	Students involved seeing improvement in their reading abilities.
Explore reading strategies through CAFÉ. Comprehension, Accuracy, Fluency & Expanding vocabulary.	2018 to 2021	Teachers, EST-L	Increase in the use of these strategies within the classroom and student improvement.
Teachers will use the “Nine Components of Balanced Literacy” effectively and with intent, across all curricular areas, in order to maximize each student’s skill development in literacy.	2018 to 2021	Teachers, EST-R, EST-L	Teachers will implement and review benchmark assessments and compare results between benchmark periods. (Three per year)
Teachers will utilize effective Formative Assessment as a teaching and learning process and to provide on-going descriptive feedback throughout the entire learning cycle.	2018 to 2021	Teachers, EST-R, EST-L	Teachers will implement and review benchmark assessments and compare results between benchmark periods. (Three per year)

Literacy – Writing and Representing

Goal: *To increase students writing achievements.*

<i>Strategies / Action</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of Success</i>
Use release time to observe co-worker during literacy block.	2018 to 2021	Teachers, Administration	More teachers using this time effectively.
Continue to apply and implement the Daily Five in all our classrooms.	2018 to 2021	Teachers	Increase in the amount of small group work within classroom.
3 independent pieces of writing throughout the year which are assessed by the grade level teams to determine next steps in the learning process. This also provides opportunities for professional discussions on standards, expectations and build a common assessing approach.	2018 to 2021	Teachers, Administration	Students receiving 3 to 3+ on the writing rubric and moving more students to the 4 category as the year progresses.
Recognize students writing achievements by displaying writing pieces and through announcements.	2018 to 2021	Teachers	Students demonstrating pride when being recognized for their effort and being models for others.
Teachers will use the “Nine Components of Balanced Literacy” effectively and with intent, across all curricular areas, in order to maximize each student’s skill development in literacy.	2018 to 2021	Teachers, EST-R, EST-L	Teachers will implement and review benchmark assessments and compare results between benchmark periods. (Three per year)
Teachers will utilize effective Formative Assessment as a teaching and learning process and to provide on-going descriptive feedback throughout the entire learning cycle	2018 to 2021	Teachers, EST-R, EST-L	Teachers will implement and review benchmark assessments and compare results between benchmark periods. (Three per year)

Mathematics

Goal: *To increase students' achievements in all strands of the math curriculum.*

Strategies / Action	Time	Responsibility	Indicators of Success
Arrange to use relief time to observe other teachers during math block	2018 to 2021	Teachers, Administration	Sharing of success and more involved math talk
Continue to use Math Coach to work with teachers in their classroom and PLC (Teacher Discussion Groups)	2018 to 2021	Teachers, EST-M	Increase in time spent with Math Coach in classrooms and PLC (Teacher Discussion Groups) meetings
PLC to use Math Benchmarks (Nov/Dec & May/June)/ follow up with results / plan next steps for student learning	2018 to 2021	Teachers, EST-M	Continual improvements on Grade 4 Provincial Assessment by 1% during each year of this plan
Continue the exploration, collaboration, implementation and evaluation of the long-term plan	2018 to 2021	Teachers, EST-M	Teachers will implement and review benchmark assessments and compare results between benchmark periods. (Three per year)
Math screener completed by end of November for each student	2018 to 2021	Teachers, Administration	Continual improvements on Grade 4 Provincial Assessment by 1% during each year of this plan
Teachers will utilize effective Formative Assessment as a teaching and learning process and to provide on-going descriptive feedback throughout the entire learning cycle.	2018 to 2021	Teachers, EST-R, EST-M	Teachers will implement and review benchmark assessments and compare results between benchmark periods. (Three per year)

Positive Learning Environment

Goal: *To create an environment where interactions are respectful, accepting and sensitive. An environment where students feel safe and connected and learn to help others outside our school community.*

Strategies / Action	Time	Responsibility	Indicators of Success
Review and promote our School's Code of Conduct	2018 to 2021	Teachers, Administration	% decrease in bullying incidents (power school)
Proper behavior modeled by all students & adults	2018 to 2021	School Community	% decrease in disrespectful incidents (power school)
PLC- Professional Learning Communities	2018 to 2021	Teachers	% increase in teacher perception survey results (Positive Learning Enviro.)
School wide involvement in various cultural celebrations	2018 to 2021	School Community	% increase in student & parent perception survey results (Positive Learning Enviro.)
Zones of Regulations / WITS Programs/ Rainbows / Social Skills / Roots of Empathy	2018 to 2021	Teachers, Administration	% decrease in bullying incidents (power school)
Yoga for both staff and students / Intramural / Choir / School Clothing	2018 to 2021	School Community	% increase in student & parent perception survey results (Positive Learning Enviro.)
House Teams (Monthly Meetings)	2018 to 2021	Teachers, Administration	% increase in student & parent perception survey results (Positive Learning Enviro.)
Become a designated UNESCO School.	2018 to 2021	School Community	Students developing a better understanding of the needs of others.
Support local and global charity organizations	2018 to 2021	School Community	Increase in student developed and lead fundraising events for other charities.