

School Improvement Plan



2018-2019

School Profile

History

Hammond River Valley Elementary School opened in January of 1983. The first principal of the school was Duncan McRae. Since the opening of the school there has been 4 principals.

Demographics

- Grades K-5
- Student population of 180
- Classroom teachers 9
- Specialists: ESSR, ESSG, Music and Physical Education.
- 8 Educational Assistants and 1 SIW
- One Administrative Assistant
- Two custodians
- Autism Support Worker, Learning Specialists and Psychologists are available when needed.

The school has 11 classrooms, a cafeteria, gymnasium, library, Sunshine Room and a Snoezelen Room.

HRVES offers and English Prime program in grades k-5, Pre-Intensive French Program in grade 4 and Intensive French Program in grade 5. Students in grades K-3 are exposed to French Culture during the school year. All students receive two thirty-minute music classes and three thirty-minute physical education classes each week which are taught by specialists. The physical education teachers offer an Intramural Program for students in grades 1-5 each week at recess. Many noon clubs are offered throughout the school year.

Staff:

Principal	Nathalie Graham
Vice Principal	Krista Saunders
Administrative Assistant	Krista Hope
Kindergarten	Alichia Nelson
	Matina Kalverboer Tayes
Grade 1	Erin Roy
Grade ½	Judy Curnew
Grade 2	Krista Saunders
Grade 3	Pam Martin
Grade 4	Jason Snow
Grade 4	Jeremy Salgado
Grade 5	Claudia Hooper
ESS-R	Ashley Richardson
ESS-G	Heather Clark Erb
Music and Physical Education	Heather Clark Erb
Physical Education	Nathalie Graham
SIW	Joanne Head
Educational Assistants	Margaret Marchbank
	Rose Smith
	Mary Campbell
	Carolyn Arseneault
	Shelly Kilpatrick
	Marie Hayward
	Jane Patterson
Custodial Staff	Judy Price
	Diana Stewart

Mission Statement:

Hammond River Valley Elementary School challenges and supports students to be their best.

Vision Statement:

Hammond River Valley Elementary School will strive to provide all students with an education in a safe and supportive environment while promoting individuality, responsibility, and a motivation for lifelong learning.

Motto:

Be Your Best at HRVES

At HRVES we are Honest, Responsible, Visionary, Enthusiastic and Safe.

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Our Beliefs:

- ❖ We believe in a safe and inclusive learning and working environment.
- ❖ We believe that all children can learn.
- ❖ We believe that all staff can learn and grow professionally.
- ❖ We believe in the importance of physical, mental and social/emotional health for all stakeholders.

Ends Policies:

Ends Policy 1	Ends Policy 2	Ends Policy 3	Ends Policy 4	Ends Policy 5	Ends Policy 6
<p>To demonstrate a continuous improvement towards meeting provincial targets in literacy.</p> <p>(Links to objectives 3,4,5,8 of 10 Year Plan and Ends Policy 2 of the District Plan.)</p>	<p>To demonstrate a continuous improvement towards meeting provincial targets in math.</p> <p>(Links to objectives 3,4,5,8 of the 10 Year Plan and Ends Policy 2 of the District Plan.)</p>	<p>To improve learning in and applications of the arts, culture and citizenship, personalized learning, critical thinking skills and leadership.</p> <p>(Links to objectives 3,4,5,9 of the 10 Year Plan and Ends Policy 3 of the District Plan.)</p>	<p>To provide opportunities for all stakeholders to learn about exceptionalities and mental health issues.</p> <p>(Links to objectives 1 and 6 of the 10 Year Plan and Ends Policies 1 and 5 of the District Plan.)</p>	<p>To promote the value of education through positive proactive communication and community partnerships.</p> <p>(Links to objectives 1 of the 10 Year Plan and Ends Policy 7 of the District Plan.)</p>	<p>To build on our positive school climate where all members of the school community feel welcomed, respected and accepted.</p> <p style="background-color: yellow;">(Links to *****</p>

**Hammond River Valley Elementary School Improvement Plan
Ends Policy 1**

*To demonstrate a continuous improvement towards meeting provincial targets in literacy.
(Links to objectives 3, 4, 5 and 8 of the 10 Year Plan and Ends Policy 2 of the District Plan.)*

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>Goal 1.1</p> <p>To be a high functioning Professional Learning Community.</p>	<ul style="list-style-type: none"> • Revisit the school’s current Mission and Vision Statement. • Create a set of core values and beliefs. • Determine the type of Professional Learning Communities we wish to use to apply the PLC process. • Actively pursue the PLC process through professional learning (book studies, videos, conferences etc.) and committing to true PLC work. 	<ul style="list-style-type: none"> • Updated Mission and Vision Statement. • Developed set of core values and beliefs. • Type of PLC decided on and in use. • Book study completed, applicable videos watched (from Solution Tree), teachers attend conferences. 	<p>2019-2020</p> <p>2019-2020</p> <p>2018-2019</p> <p>2019-2022</p>	<ul style="list-style-type: none"> • Principal, Vice Principal, Teachers, Educational Assistants, PSSC, core leadership team.
<p>Goal 1.2</p> <p>To have all components of Balanced Literacy incorporated into each classroom at each level.</p>	<p>Organized Professional Learning on all 9 Elements of Balanced Literacy to build teacher capacity.</p> <ul style="list-style-type: none"> • Utilize the literacy coach on a regular basis. • Gradual implementation of each of the 9 Elements of Balanced Literacy through cross-curricular instruction. • Support Oral Language learning through Discovery Time in K-4 each morning. 	<ul style="list-style-type: none"> • PL sessions on Balanced Literacy. • Number of requests made to the literacy coach. • Cross-curricular instruction being evident during walk throughs. • Discovery Time visible in each classroom in K-4 each morning. Recorded in teacher plan book. 	<p>2019-2020</p> <p>2019-2022</p> <p>2019-2022</p> <p>2019-2022</p>	<ul style="list-style-type: none"> • Subject coordinators, Principal, Vice Principal, teachers, literacy lead, technology mentor.

	<ul style="list-style-type: none"> • Maintaining benchmarking in reading, writing and comprehension. • 60 % of all questions asked in class are to be inferential or evaluative to support higher thinking. • Grades K-2 will begin mixed grouping language arts by January of each year. • Grades 3-5 will begin mixed grouping in language arts by February of each year. • Peer observations by teachers in literacy. • Explore and apply ways of integrating technology in literacy. 	<ul style="list-style-type: none"> • Evidence shared from pensive at meeting with principal. • Documented in walkthroughs and teacher evaluation. • All students actively involved in mixed groups. • All students actively involved in mixed groups. • Recorded in PLC minutes. • Increase in technology use in classrooms during literacy. • Increased improvement on Provincial Assessments. 	<p>2020-2022</p> <p>2021-2022</p> <p>2019-2022</p> <p>2019-2022</p> <p>2020-2022</p> <p>2019-2022</p> <p>Ongoing</p>	
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Ends Policy 2

*To demonstrate a continuous improvement towards meeting provincial targets in Math.
(Links to objectives 3, 4, 5, and 8 of the 10 Year Plan and Ends Policy 2 of the District Plan.)*

Goal	Strategies	Indicators of Success	Timelines	Responsibilities
<p>Goal 2.1</p> <p>To ensure that each class participates in BUILD or Balanced Math.</p>	<ul style="list-style-type: none"> • Professional Learning for teachers on Balanced Math to build teacher capacity. • Continuous utilization of math coach. • Math Workshop/Centers and BUILD are part of each math class. • Regularly integrate the use of formative assessments and best practices during math instruction. • Differentiation of Math Instruction on an ongoing basis. • Peer observations of math instruction. • Explore and apply ways of integrating technology math instruction. • Incorporate flexible math groupings in grades 3-5. 	<ul style="list-style-type: none"> • Professional Learning opportunities offered. • Number of requests made to math coach. • Noted during walkthroughs and increased student achievement. • Evidence of formative assessment in Pensive. • Noted during walkthroughs and in teacher's plan book. • Recorded in PLC minutes. • Increased use of technology in class • Improved student achievement on Provincial Assessments. 	<p>2019-2021</p> <p>2020-2022</p> <p>2020-2022</p> <p>2019-2022</p> <p>2020-2022</p> <p>2019-2022</p> <p>2020-2022</p> <p>ongoing</p>	<ul style="list-style-type: none"> • Principal, Vice Principal, teachers, math lead, subject coordinator, core leadership team, technology mentor.

Ends Policy 3

*To improve leaning in and application of the arts, culture, citizenship, personalized learning, critical thinking skills and leadership.
(Links to objectives 3, 4, 5 and 9 of the 10 Year Plan and Ends Policy 3 of the District Plan.)*

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>Goal 3.1</p> <p>To Expose the students of HRVES to arts and culture while developing a sense of citizenship, development of critical thinking skills, personalized learning and leadership.</p>	<ul style="list-style-type: none"> • Development of Celebrate Units that focus on culture, citizenship and critical thinking for bi-weekly assemblies. • Increase in number of drama and musical presentations for students. • Increase the number of opportunities for students to go on trips outside the school that expose them to art and culture. • Increase the number of leadership opportunities for students by 50%. • Inquiry based learning units that focus on global competencies – investigate the world, recognize perspectives, communicate ideas and taking action. • Professional Learning for teachers about Global Competencies. 	<ul style="list-style-type: none"> • Lessons developed and delivered. • Number/type of presentations held. • Number of student trips recorded. • Leadership opportunities offered by staff or developed/offered by students. • Inquiry based units completed. • PL opportunities received. 	<p>2019-2022</p> <p>2020-2022</p> <p>2010-2022</p> <p>2020-2022</p> <p>2020-2022</p> <p>2019-2020</p>	<ul style="list-style-type: none"> • Principal, Vice Principal, ESS-G, ESS-R, teachers, subject coordinator.

Ends Policy 4

*To provide opportunities for all stakeholders to learn about exceptionalities and mental health issues.
(Links to objectives 1 and 6 of the 10 Year Plan and Ends Policy 1 and 5 of the District Plan.)*

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>Goal 4.1</p> <p>To develop an understanding and acceptance of people with exceptionalities and mental health issues.</p>	<ul style="list-style-type: none"> • Offer Mental Health First Aid for all staff members. • Presentations to stakeholders about exceptionalities and mental health from parents, district staff and health professionals. • Purchase child friendly books about mental health issues and exceptionalities. Make books available to staff and students. • Classroom presentations/assemblies that target different mental health issues each month. • Social Emotional Learning Skill article will be written by the ESS-G for monthly newsletters that go home to parents. 	<ul style="list-style-type: none"> • Mental Health First Aid completed by staff members. • Presentations offered to staff, students and parents. • Books purchased and placed in library and classrooms. • Presentation taking place, students aware of mental health issues and open to discussions about topic. • Article in Each newsletter going home. 	<p>2020-2021</p> <p>2020-2022</p> <p>2019-2020</p> <p>2020-2022</p> <p>2010-2020</p>	<ul style="list-style-type: none"> • Principal, Vice Principal, ESS-G, subject coordinator, teachers.

Ends Policy 5

*To promote the value of education through positive proactive communication and community partnerships.
(Links to objectives 1 and 10 of the 10 Year Plan and Ends Policy 7 of the District Plan.)*

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>Goal 5.1</p> <p>To ensure that our school and community develops an appreciation of education.</p>	<ul style="list-style-type: none"> • Awareness of topics in education made available through links on the school web page. • In May of each year we will send letters home to the students that will enter kindergarten in the fall. These letters will offer ideas/activities that will promote school readiness. 	<ul style="list-style-type: none"> • Links on web page available to all stake holders. • Letters/activities sent in May of each year. 	<p>2020-2021</p> <p>2020-2022</p>	<p>PSSC, Principal, Vice Principal, Teachers, subject coordinator, technology mentor.</p>
<p>Goal 5.2</p> <p>To improve communication about school activities/events with parents and the community at large.</p>	<ul style="list-style-type: none"> • Morning announcements will be placed on the school web page. • HRVES Twitter account to be created and activated. • Professional Learning offered for staff/parents on how to use twitter. • HRVES monthly newsletter will be placed on the HRVES Home and School Facebook page. • Television to be placed in lobby with announcements, celebrations and picture of activities. • Add a counter on our school web page to monitor the number of visits. 	<ul style="list-style-type: none"> • Announcements on web page. • Account activated and used. • PL offered and placed on web page. • Newsletter sent to Home and School and placed on Facebook Page. • Television with information in lobby. • Counter on web page and monitored. 	<p>2019-2020</p> <p>2019-2020</p> <p>2021-2022</p> <p>2019-2021</p> <p>2019-2020</p> <p>2019-2020</p>	

Ends Policy 6

To build on our positive school climate where all members of the school community feel welcomed, respected and accepted.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>Goal 6.1</p> <p>To develop an atmosphere where all members of our school community feel valued and respected.</p>	<ul style="list-style-type: none"> • Write and teach all students a school song. • Develop a student advisory/leadership council. Council will meet with principal once a month at lunch time. • Increase the number of student led clubs by 50%. • Continue to develop Student Mentors Program for grades 3-5. • Investigate and adopt a House Teams System. • Welcome/information signage throughout the school. • Revisit and update the school PLEP plan. 	<ul style="list-style-type: none"> • All students know and can sing the school song. • Advisory council developed and minutes of meeting with principal each month. • Improve the number and document the typed of student led clubs. • Increase Student Mentors for all grades. • House Team Systems in place with supporting activities. • Information and signage in place. • Updated PLEP plan being actively communicated, placed on web page and used. 	<p>2020-2021</p> <p>2020-2021</p> <p>2020-2022</p> <p>2019-2022</p> <p>2020-2021</p> <p>2019-2021</p>	<ul style="list-style-type: none"> • Principal, Vice Principal, PSSC, ESS-G, ESS-R, teachers, students.