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| *School*  *Improvement*  *Plan*  *2016 - 2019* |

*SCHOOL IMPROVEMENT PLAN*

*FOR*

*Chris Saunders Memorial Elementary School (CSM)*

*2016-2019*



***SCHOOL PROFILE***

CSM is an elementary school located at 187 Pettingill Road in Quispamsis, N.B. We are the first newly constructed school in Anglophone South School District and the first in the greater Saint John area in decades. The school serves a population of approximately 335 students in Grades K-5. The boundaries of the school zone are condensed as compared to other school catchment areas. The CSM student population comes from a consistent socio-economic area. Our newly constructed building has a Performing Arts Room with retractable bleachers, a state-of-the-art gymnasium, a multi-purpose room, a Pre-Kindergarten Readiness Room, two classrooms with retractable walls, a fully functional kitchen and cafeteria, an open-concept library, a dual-sided stage, an on-site licensed Daycare Provider and many more advanced features.

Programs within the school are Intramural Sports, ‘Run and Record’ running challenge, Mad Science, Choir, Lunch Program, Extracurricular sports/jamborees, RBC Skate to Learn Program, Sports Leaders, Peer Helpers, ‘Rainbows’, Zones of Regulation, Superflex, RazKids and much more.



**Code of Conduct**

**CHRIS Code: C**aring, **H**onest, **R**espectful, **I**nclusive & **S**afe

**Mission**

The Chris Saunders Memorial school community is committed to educating the whole child in an inclusive, positive and stimulating environment.

**Vision**

Our vision is to empower each student to become an independent, creative and globally-minded citizen.

***Literacy – Speaking and Listening***

***2016-2019***



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

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| *Strategies/Actions* | *Time* | *Responsibility* | *Indicators of success* |
| Teachers will create specific lesson plans and rubrics focused on specific curricular outcomes for Speaking and Listening using strategies such as: author’s chair, read to someone and show & share. | October 2016 | Teachers and EST-Literacy ((created through PLC (professional learning communities) discussions and Professional Development Time)) | Teachers will implement and review benchmark assessments and compare results between benchmark periods. (three per year) |
| Teachers will create common mini-lessons that focus on the various attributes of speaking and listening. These will be modeled, practiced and assessed. | January 2017 | Teachers and EST-L | Each attribute will be assessed and recorded for each benchmark period. |

***Literacy - Reading***

***2016-2019***



*Goal: Teachers will facilitate opportunities for our school community to model and inspire a love of reading to support life-long learners.*

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| *Strategies/Actions* | *Time* | *Responsibility* | *Indicators of success* |
| Students will receive guided instruction according to individualized needs focusing on key skills (CAFÉ). | January 2016 and ongoing | Teachers | Data gathered from Benchmark assessments. |
| Parent communication in regards to reading strategies through newsletters, literacy nights, website and Focus Groups. | September 2016 | Administration, teachers, EST-L | Increase in “parental satisfaction” as illustrated in Perception Surveys – annual as provided by EECD. If not provided, school will create its own survey. |
| To create flex groupings generated from PLC data for reading and viewing intervention and stretch learning. | 2016 and ongoing | Teachers, EST-L, EST-Resource | Students’ benchmark data will indicate improvement. |

***Literacy - Writing***

***2016-2019***



*Goal: Teachers use student-friendly moving targets to facilitate*

*self-awareness and self-assessment in writing, allowing for effective intervention.*

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| *Strategies/Actions* | *Time* | *Responsibility* | *Indicators of success* |
| Implementing a writer’s workshop in all classrooms which will include the stages of writing (process), writing genres and student resources for writing. | September 2016 | Teachers, EST-L, students | Through student/teacher conferencing students will be able to explain their strengths and goals for writing. |
| To develop student friendly rubrics based on the moving targets for writing. | December 2016 | Teachers and EST-L | Benchmark data is tracked, analyzed and action plan for improvement is implemented. |
| Using formative/summative data discussed in PLC’s, to create flex groupings (pre and post assessments) to zone in on specific writing outcomes. Intervention and stretch learning opportunities will be provided. | 2015 - ongoing | Teachers, EST-R, EST-L | Benchmark data is tracked, analyzed and action plan for improvement is implemented. |
| Parent Communication – student demand pieces and rubrics (moving targets) sent home at each reporting period. | September 2016 | Teachers, Administration | Parents can clearly communicate expectations of writing during case conferences and/or parent-teacher interviews. |
| Literacy Initiatives will be supported through parental/community support volunteers. | April 2017 | PSSC and Home and School Executive | Benchmark data is tracked, analyzed and action plan for improvement is implemented. |

***Mathematics***

***2016-2019***



*Goal: Teachers will utilize a variety of teaching strategies in math to compliment the various learning styles and to implement intervention strategies through small-group targeted instruction.*

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| *Strategies/Actions* | *Time* | *Responsibility* | *Indicators of success* |
| Formative assessment will be utilized in math through the use of journal entries, exit slips and teacher observations. | April 2016 | Teachers | Overall increase in percentage of students at the AA (appropriate level of achievement) and SA range (strong level of achievement), measured at each benchmark period. |
| Communication to parents explaining selected “new” teaching processes for different units and tips to help at home. | April 2017 | Teachers, EST-Numeracy | Parents are able to understand and help reinforce strategies taught in class. Survey will be provided. Utilization of Website to Communicate new math instructional practice. |
| Math intervention groups targeting specific curricular outcomes through a variety of formats (Build, Daily Five Math, flex groupings). | October 2016 | Teachers | Data outlining the percentage of students’ improvement from BAA (not reaching acceptable standard) to SA levels. Calculated after period of time each flex group accounts for student movement. |
| Address various learning styles through the use of manipulatives, hands-on activities, real-world experiences; kinesthetic learning with classrooms and Phys. Ed. & Music classes. | October 2016 | Teachers | Overall increase in percentage of students at the AA and SA range, measured at each benchmark period. |

***Science***

***2016-2019***



*Goal: to expose students to more hands on inquiry based learning to encourage the scientific process.*

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| *Strategies/Actions* | *Time* | *Responsibility* | *Indicators of success* |
| Teachers will teach science skills by means of the scientific method and the use of ‘scientific questioning’. | February 2018 | Teachers | Students demonstrate science skills through project based learning activities. |
| Outside groups invited into the school to present, demonstrate and teach science concepts (i.e. Science East, Worlds UNBound; Elmhurst Outdoors, Stonehammer GeoPark) during instructional time. | January 2017 | Teachers and administration | Students incorporate same techniques and/or ideas learned from outside groups/agencies. |
| Earth Week: a variety of hands-on activities designed to increase awareness of environmental issues (such as an assembly; plant trees/flowers; daily trivia over announcements; litter free lunch; nature trail; recycled materials fashion show (cross-curricular) – e.g. Community Litter Clean-up Day | May 2016 | Administration, teachers and students | Students are able to demonstrate an awareness of the importance of Earth Day. |
| Assessment – creation of student-friendly rubrics to assess student knowledge on key concepts related to inquiry based learning and the scientific process. | January 2017 | Teachers | A comparison of student achievement from pre-test (without rubric) to post-test (after use of rubric). |

***Positive Learning Environment Plan***

***2016-2019***



*Goal: To develop a school culture of caring, helpfulness, respect, inclusion and safety that promotes a sense of community and belonging, while instilling leadership qualities in all students.*

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| *Strategies/Actions* | *Time* | *Responsibility* | *Indicators of success* |
| **Development of School Culture** |  |  |  |
| 1) Celebrate Program – students will be introduced to the Celebrate program through school wide assemblies and classroom lessons. | September 2016 | Administration, Teachers, Guidance, Bus Drivers and Educational Assistants | Incidents of Conflict and Bullying decrease: measuring rates of rough play, taunting and intimidation. Data collected using incidents reports in Power School, including bus reports. |
| 2) WITS Program – students will learn the WITS program through guidance lessons, assemblies and by school staff utilizing the components of the program with students. | January 2016 | Administration, Teachers, Guidance, SIW, Educational Assistants | Teachers intervening less in conflicts between students. Measured by rates of incident in Power School. |
| 3) CHRIS Code – Our CHRIS code will be made visible in all classrooms, part of morning announcements, used to positively reinforce expectations at our school. | January 2016 | All School Staff | Visible in 100% of classrooms. Promoted actively and school-wide practiced. |
| 4) Zones of Regulation Program – Guidance and SIW will teach program to classes. Teachers will reinforce the program. | January 2016 | Guidance, SIW, Teachers, Administration | Decrease in undesirable behaviours. Students able to self-regulate more efficiently. Measured by number of students attending social groups and determining possible level of decrease in misbehavior in Power School. |
| 5) Multiple Intelligence Survey – teachers will complete surveys with students at the beginning of the school year. Data gathered from surveys will be visible in classrooms. Students will be aware of their preferred learning style. | September 2017 | Teachers | Teachers/Parents/Students able to provide explanations for how individual students learn best. Student surveys provided. |
| 6) Students will have an opportunity to earn “Dragon Dollars” for good behavior, in-class tasks completed, good attendance, completing school chores and/or “going beyond what is expected”. Students will be able to acquire items from the “Dragon’s Den”. | April 2016 | All CSM Staff | Decrease School-Wide rates of ‘misbehaviour’ as indicated in Power School. |
| 7) Development of a Community-Based School Culture (i.e. Toy Drive, Partnership with Senior Homes, Parent Information Sessions, Social Safety) for students to learn the concepts of ‘Global Citizenship’. | May 2016 | PSSC, Home and School, Administration and Teachers | Numbers of Events during school year and students expressing personal reflection of the concepts taught. |
| **School Community** |  |  |  |
| 1) Parent Communication – our school will communicate with parents through school newsletters, website, classroom newsletters, Dojo, phone contact, parent/teacher interviews, Literacy/Math evenings. | January 2016 | Administration, Teachers, PSSC and Home and School | Positive results on perception surveys. Positive feedback from parents. Increased parent involvement in school activities. |
| 2) Parents will receive behavioural and academic progress for struggling students as based upon a ‘minimum standard school policy’. Teachers will provide specific feedback to areas of improvement; timeline will be determined between parent and teacher. | January 2016 | Administration, Teachers | Positive results on perception surveys. Positive feedback from parents. Increased parent involvement in school activities. |
| 3) Teachers will make initial contact with each student’s family in their respective homeroom class prior to the beginning of school. | September 2016 | Teachers | Teachers make contact with at least one family member for each student in their class. |
| **Leadership Opportunities** |  |  |  |
| 1) Peer Helpers – students assisting with various tasks within the school. | January 2016 | Guidance | Increases in students working as peer helpers. Increase in positive behaviours from the leadership opportunity. |
| 2) Student Led Clubs – students will learn how to facilitate a club that pertains to their interests (i.e. art club, sports club, newspaper club) | March 2016 | Administration, Guidance, Teachers | Student participation in clubs. Measured through Tell Them From Me results and a school created student survey. |
| 3) Grade 5 Leaders – students assisting with cafeteria, Phys. Ed. and other school responsibilities. | January 2016 | Guidance, Phys. Ed. Teacher | Increased student participation in this program. |
| 4) Classroom Buddies – K-2 classes paired with 3-5 classes for Literacy/Math activities. | January 2016 | Teachers | Each K-2 and 3-5 class participates at least once a week. |
| **Attendance** |  |  |  |
| 1. Parents will receive updated annual attendance data as a means to communicate whether the “Attendance Matters” District Initiative is succeeding. Principal will discuss Attendance Matters Initiative at each Open House. | September 2016 | Administration and PSSC | Attendance rate improves as indicated through data collected in Power School. |
| 2) Students will have an opportunity to earn “Dragon Dollars” for good attendance. Students will be able to acquire items from the “Dragon’s Den”. | April 2016 | All CSM Staff | Attendance rate improves as indicated through data collected in Power School |

***Glossary of Terms***



Benchmarks – Student writing, reading and math skills are assessed using standardized criteria. These occur three times a year – November, February and May. Student work is compared to a Provincial Standard. Student work is evaluated and measured against the previous benchmark assessment.

CAFÉ – a program used to assess student reading in the areas of Comprehension, Accuracy, Fluency and Expanded Vocabulary.

Chris Code – Our Student Code of Conduct – Caring, Helpful, Respectful, Inclusive and Safe

Daily Five – A reading and writing program with a specific structure to be followed each day. It involves reading to oneself, reading to others, learning vocabulary, writing and listening to someone else read.

EST-L, R, G and N – teachers who specialize in either Literacy, Resource, Guidance and Numeracy

Flex Groupings – Organizing Students into small groups in order to receive more personalized instruction in a concept or skill that they are struggling with or being introduced to for the first time.

Kinesthetic Learning – When a student learns through physical movement or a ‘hands-on’ activity.

Multiple Intelligence Survey – a survey aimed at finding a student’s strength based on the ideal that Intelligence is perceived as something a student does well; which is also based on the premise that all students have strengths in a particular area.

Perception Surveys – a survey for parents to provide their feedback on how they perceive the strengths and weaknesses of their child’s school. This resource and created and distributed by the Dept. of Early Childhood and Education (EECD).

Power School – a new software program that allows administrators and teachers to keep track of student data in an efficient and effective manner. It will eventually be a tool for parents to keep track of their child’s academic progress.

Professional Learning Communities (PLC) – a forum for teachers to meet on a weekly basis with colleagues to discuss instructional practice aimed to improve student learning.

Rubrics – Measurement criteria to be assessed in order to ensure student learning.

Tell Them from Me Survey – An annual survey created by the EECD to allow grade 4 and 5 students to express their opinions on certain educational issues and policies.

WITS Program – our anti-bullying program that stands for Walk Away, Ignore, Talk it out and Seek help.

Zones of Regulation – School-wide program designed to help students identify with their mood and emotions.