

# *Grand Bay Primary School*

(November 2018-November 2021)



*School  
Improvement  
Plan  
2018 – 2021*

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## ***SCHOOL PROFILE***

*(as of November, 2018)*

- Grand Bay Primary is a kindergarten – grade 2 school in beautiful Grand-Bay-Westfield. The school serves a population of approximately 117 students. There are currently 5 English classrooms, one Grade 1 French Immersion class and one Grade 2 French Immersion class. The majority of the students are bused to and from school each day.
- Classes begin each day at 8:45am and our students are dismissed at 2:05pm.
- We are a PALS school (Partners Assisting Local Schools) and work closely with our community partners to support and enrich the lives of our students. We also have a strong PSSC (Parent School Support Committee) and very active Home and School Association, which we share with Inglewood School.
- There are currently 30 children registered to start school in the fall of 2019 and we expect this number to rise.

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### ***NOTRE MISSION/MISSION STATEMENT***

Travailler ensemble dans un environnement d' apprentissage inclusive pour supporter nos étudiants d'atteindre leur potential individual.

Working together in an inclusive learning environment to support students in reaching their individual potential.

### ***NOTRE VISION/VISION STATEMENT***

Grandir, Appartenir, Préparer pour notre futur

Growing, Belonging, Preparing for our Future

**Priority 1:** *By 2021 best practices in writing will be used to direct writing instruction to improve benchmark results.*

**10 Year Education Plan Objective 3:** To improve literacy skills for all learners.

**District Ends Policy 2:** To demonstrate continuous improvement towards meeting provincial targets in literacy, numeracy and science.

<i>Baseline</i>	<i>Targeted Research-Based Strategies/Actions</i>	<i>Monitoring and Accountability</i>	<i>Timeline</i>	<i>Indicators of success</i>	<i>Progress Notes</i>
<ul style="list-style-type: none"> <li>-Classroom Assessments (formative and summative)</li> <li>-Demand pieces</li> <li>-Published work</li> <li>-Spelling/high frequency word lists</li> <li>-Phonological assessments</li> <li>-Daily writing</li> <li>-Journals</li> <li>-Making Words</li> <li>-Grade level sight words</li> <li>-Running records</li> </ul>	<ul style="list-style-type: none"> <li>-Use of student exemplars</li> <li>-Write Traits for conferencing and small group conferencing</li> <li>-Writing Power Program</li> <li>-Making Words</li> <li>-Author's chair</li> <li>-Word Wall</li> <li>-Graphic organizers</li> <li>-Sharing of published work on Smart Board</li> <li>-5 W's (who, what, where, when, why)</li> <li>-Development of assessment tools (interviews, rubrics, written assessments)</li> <li>-PLC Team request for services (Literacy Coach)</li> <li>-Data collection and interventions based on data</li> <li>-Use of technology to accommodate all learners</li> </ul>	<ul style="list-style-type: none"> <li>-Term demand pieces to be sent home</li> <li>-Writer's celebration at monthly assemblies</li> <li>-PLP's (Personalized Learning Plan) goals are updated and revised</li> <li>-Use of Academic Pyramid of Interventions and Teaching Process Map</li> <li>-Targeted PLC conferencing and follow up</li> <li>-ESST referrals, implementation and follow up (providing resource interventions, instructional strategies and assessment strategies)</li> </ul>	<ul style="list-style-type: none"> <li>Each reporting period</li> <li>Monthly</li> <li>Ongoing</li> <li>As deemed necessary</li> <li>Monthly</li> <li>Bi-weekly or as needed</li> </ul>	<ul style="list-style-type: none"> <li>-Student's increase confidence in writing and assessing their own work</li> <li>-Students are working towards meeting individualized goals</li> <li>-Set targets to close achievement gap</li> <li>-Improved writing skills.</li> <li>-Collection and interpretation of data to guide instruction (short and long term)</li> <li>-Improved writing scores</li> <li>-Students are comfortable using technology and learning is enhanced</li> </ul>	

**Priority 2:** By 2021 best practices in reading will be used to direct reading instruction to increase the Provincial Reading scores to 80%.

**10 Year Education Plan Objective 3:** To improve literacy skills for all learners.

**District Ends Policy 2:** To demonstrate continuous improvement towards meeting provincial targets in literacy, numeracy and science.

<i>Baseline</i>	<i>Targeted Research-Based Strategies/Actions</i>	<i>Monitoring and Accountability</i>	<i>Timeline</i>	<i>Indicators of success</i>	<i>Progress Notes</i>
<p>-Provincial Grade 2 assessments results</p> <p>Formative Assessments:</p> <p>-Running Records</p> <p>-Letter ID</p> <p>-Sight words</p> <p>-Reading comprehension</p> <p>-Whole group reading comprehension</p> <p>Assessment Resources:</p> <p>-<i>Fontas and Pinell</i> assessments</p> <p>-<i>Jolly Phonics</i></p> <p>-<i>Phonemic Awareness</i></p> <p>-<i>Precision Reading</i></p>	<p>-Guided reading (weekly)</p> <p>-<i>Raz Kids</i> and other computer reading programs</p> <p>-Home reading program</p> <p>-ESSR support</p> <p>-PLC Literacy Coach</p> <p>-Granny reading</p> <p>-Word rings</p> <p>-<i>ELF</i> grade 2 reading program</p> <p>-PDU initiatives (BLNA teacher self-assessment)</p> <p>-Flex groupings</p> <p>-Balanced Literacy (9 key components)</p> <p>-Inferential, literal and critical thinking comprehension questions</p> <p>-<i>Fontas and Pinell</i> reading comprehension assessments</p>	<p>-Comprehension assessments (gr. 2)</p> <p>-PLC meetings (interpret student reading data, develop and implement best practice to meet student needs)</p> <p>-Running records</p> <p>-Sight word assessments</p> <p>-Use of Academic Pyramid of Interventions and Teaching Process Map</p> <p>-ESST referrals, implementation and follow up (providing resource interventions, instructional strategies and assessment strategies)</p> <p>-Report cards sent home</p> <p>-PLP's (Personalized Learning Plan) goals are updated and revised</p>	<p>Monthly (gr. 2)</p> <p>Weekly</p> <p>Minimum 3 times/year (FI 2x/year)</p> <p>Minimum 3 times/year</p> <p>Ongoing</p> <p>Bi-weekly</p> <p>3 times/year</p> <p>As deemed necessary</p>	<p>-Best practice and student targets will be based on student data obtained through many assessment and teaching strategies and tools</p> <p>-Reading scores will improve</p> <p>-Comprehension skills will improve</p> <p>-Student development in language and communication will improve</p> <p>-Students are comfortable using technology and learning is enhanced</p>	

**Priority 3:** By 2021 best practices will be used in conjunction with formative assessment results to improve numeracy benchmark results by 2%.

**10 Year Education Plan Objective 4:** To improve numeracy skills for all learners.

**District Ends Policy 2:** To demonstrate continuous improvement towards meeting provincial targets in literacy, numeracy and science.

<i>Baseline</i>	<i>Targeted Research-Based Strategies/Actions</i>	<i>Monitoring and Accountability</i>	<i>Timeline</i>	<i>Indicators of success</i>	<i>Progress Notes</i>
Assessments: -Math Benchmarks (PDU) -Math Improvement -Formative Assessments	-PLC Numeracy Coach -Fosnot Kit and <i>Math Makes Sense</i> resource -Journaling -Small group instruction -Access to manipulatives -ESSR support -Readiness tasks, grade level tasks, stretch tasks -Use of technology (incl. Smart Board activities/ games and IPAD curriculum-based skills) -Math Word Wall -Small group interventions and instruction -PDU initiatives (BLNA teacher self-assessment) -Teacher created assessments	-PLP's (Personalized Learning Plan) goals are updated and revised -Excel colour-coded spreadsheet for data recording -Use of Clipboard Cruiser -Report cards sent home -ESST referrals, implementation and follow up (providing resource interventions, instructional strategies and assessment strategies) -Targeted PLC conferencing (interpret student numeracy data, develop and implement best practice to meet student needs) and subsequent follow up	As deemed necessary As deemed necessary Ongoing 3 times/year Bi-weekly Weekly	-Effective use of formative assessments -Best practice and student targets will be based on student data obtained through many assessment and teaching strategies and tools -Numeracy benchmarks improve by 2 % by 2021	

**Priority 4:** By 2021, students will be exposed to new science and technology experiences (STEM) to promote and increase student learning.

**10 Year Education Plan Objective 5:** To improve learning in, and applications of, the arts, science, trades and technology for all learners.

**District Ends Policy 2:** To demonstrate continuous improvement towards meeting provincial targets in literacy, numeracy and science.

<i>Baseline</i>	<i>Targeted Research-Based Strategies/Actions</i>	<i>Monitoring and Accountability</i>	<i>Timeline</i>	<i>Indicators of success</i>	<i>Progress Notes</i>
	<ul style="list-style-type: none"> <li>-Science Kits (sent home with 1 student per class each week)</li> <li>-Coding workshops</li> <li>-Whole school experiences of science enrichment (ex. Earth Rangers-topics to be rotated every 3 years)</li> <li>-Tech/scientific clubs (STEM) such as Robotics Club, Coding Club</li> <li>-Mad Science after school program</li> </ul>	<ul style="list-style-type: none"> <li>-All students eventually have an opportunity to present in front of their classmates and teacher</li> <li>-Staff to be trained by district technology mentor</li> <li>-Whole school enrichment experiences occur based on secured funds</li> <li>-Based on volunteer availability</li> <li>-Based on program availability</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> <li>by 2021</li> <li>by 2020</li> <li>Weekly</li> <li>Weekly</li> </ul>	<ul style="list-style-type: none"> <li>-Oral presentation and demonstration</li> <li>-Coding Club in operation</li> <li>-Plan in place to formally implement school-wide</li> <li>-Clubs up and running</li> <li>-Club up and running</li> </ul>	

**Priority 5:** To attend and plan “Professional Learning” that supports the strategies/actions outlined in our School Improvement Plan (P. 1-4)  
**10 Year Education Plan (recommendations):** Engagement of and support for families and enhancement of educators’ skills and competencies.  
**District Ends Policy 1 and 2:** To provide positive, safe healthy and inclusive learning and working environments for students and staff and to demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy and science and improve learning in and application of the arts, technology and trades.

<i>Baseline</i>	<i>Targeted Research-Based Strategies/Actions</i>	<i>Monitoring and Accountability</i>	<i>Timeline</i>	<i>Indicators of success</i>	<i>Progress Notes</i>
	<p>-Teachers and Educational Assistants will be certified in Non-Violent Crisis intervention Level 1</p> <p>-Information sessions will be arranged by staff and/or Core Leadership Team for parents on topics such as allergy awareness, anxiety, nutrition, safety, literacy and/or math (K orientation day)</p> <p>-Teachers and EAs will be taught how to use technology (ex. <i>Word Q</i>, <i>Speak Q</i>, IPAD apps) to support student learning</p> <p>-Tech. support for teachers to promote/increase home communication (ex. <i>Classdojo</i>, <i>Bloomz</i>)</p> <p>-Teachers will visit classrooms in other schools to further their professional learning in keeping with their Professional Growth Goals</p>	<p>-Teachers and EAs will gain appropriate certification</p> <p>-Information sessions are arranged and facilitated</p> <p>-Teachers and EAs will know how to use technology to support curriculum and PLPs as an effective learning tool</p> <p>-Teachers will be able to use technology for improved/increased home communication</p> <p>-Teachers are provided with release time for school visits</p>	<p>June 2019</p> <p>Yearly</p> <p>November 2019</p> <p>December 2019</p> <p>June 2019</p>	<p>-All teachers and EAs will be able to implement skills gained in NVCI training when necessary</p> <p>-Information sessions are arranged and facilitated</p> <p>-Teachers and EAs will be trained in relevant technology. Students will be able to effectively use technology to improve student learning</p> <p>-Teachers will use technology for improved/increased home communication</p> <p>-Teachers gain valuable knowledge and best practice skills to apply o their own teaching</p>	

***PWLEP***  
***Positive Working and Learning Environment Plan***  
***(Incl. Community Engagement and Mental Health)***  
***2018-2021***

***Area of Focus:*** *To promote an inclusive learning and working environment that instills confidence, responsibility and independent thinking in student learning. To develop, promote and foster positive communication with families.*

<i>Targeted Research-Based Strategies/Actions</i>	<i>Monitoring and Accountability</i>	<i>Timeline</i>	<i>Indicators of success</i>	<i>Progress Notes</i>
<p>-Formalize the CLT (Core Leadership Team) structure so that staff are aware of its members and meeting times in order to ensure opportunities for input from all stake holders. (ie. members, meeting times, roles and responsibilities.) Look at school-wide data and trends to help determine and plan for students' needs.</p> <p>-Training will be provided to students and staff on the Playground Buddy Program.</p> <p>-Teachers will use Universal and Behaviour Accommodations checklists to help plan for specific students' needs (UDL). Checklists will be sent to new teachers the following year.</p>	<p>- Team meets and shares/ participates in leadership and school planning. -Add CLT component to staff meeting agendas</p> <p>-Playground Buddy training will occur</p> <p>-Differentiation of instruction occurs</p>	<p>December 2019</p> <p>February 2019</p> <p>June 2019</p>	<p>-Team officially meets quarterly. Updates of CLT meetings will be discussed at staff meetings</p> <p>-Increase in student socio-emotional well-being. Increased student confidence</p> <p>-Differentiation of instruction occurs. Individual student needs are met.</p>	



<i>Targeted Research-Based Strategies/Actions</i>	<i>Monitoring and Accountability</i>	<i>Timeline</i>	<i>Indicators of success</i>	<i>Progress Notes</i>
<p>- Re-introduce and launch the WITS program</p> <p>-Community Engagement: Compile a list of GBP PALS and meet with those partners to further promote involvement and support. Reach out to potential new partners.</p> <p>- Mental Health: a) Staff will provide additional leadership opportunities for students. b) Zones of Regulation taught and implemented c) Trauma-Informed Care Presentation for staff</p> <p>-Continued and improved parent-school communication</p> <p>-Provide student awareness opportunities with regards to: a) Indigenous studies b) Disability awareness c) French Cultural awareness d) Protection of Animals e) Earth Day</p>	<p>-School-wide implementation</p> <p>-A listing of PALS and their current support/involvement. New PALS to come on board.</p> <p>- Increase in student socio-emotional well-being. Increased student confidence.</p> <p>-Parents are kept up to date on school news and events</p> <p>-Students will become aware and educated on national and global issues/topics such as the protection of the environment.</p>	<p>Yearly</p> <p>January 2020</p> <p>June 2019</p> <p>Ongoing</p> <p>June 2020</p>	<p>-Students develop strategies to deal with conflict.</p> <p>-Increase in PALS involvement/support/relationship with the school.</p> <p>- More programs/clubs will be offered to students.</p> <p>-Use of School Messenger, school website, newsletters, emails, phone calls, Community Bulletin Board, notes home, home-school apps, parent meetings, Eaglet Extras, etc.</p> <p>-Monthly, themed assemblies are held -School-wide activities and lessons are implemented based on national and global issues/topics such as Earth Day.</p>	

