

Grand Bay Primary School

(November 2018-November 2021)



School Improvement Plan 2018 – 2021

SCHOOL PROFILE

(as of January, 2020)

- Grand Bay Primary is a kindergarten – grade 2 school in beautiful Grand-Bay-Westfield. The school serves a population of approximately 121 students. There are currently 4 English classrooms, two Grade 1 French Immersion classes 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 2020 and we expect this number to rise.

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"> -Classroom Assessments (formative and summative) -Demand pieces -Published work -Spelling/high frequency word lists -Phonological assessments -Daily writing -Journals -Making Words -Grade level sight words 	<ul style="list-style-type: none"> -Use of student exemplars -Write Traits for conferencing and small group conferencing -Writing Power Program (gr 2) -Making Words -Author's chair -Guided writing -Word Wall -Graphic organizers -Sharing of published work on Smart Board -5 W's (who, what, where, when, why) -Sound boxes -High interest topics such as letters to military -Development of assessment tools (interviews, rubrics, written assessments) -Writing games/activities -PLC Team request for services (Literacy Coach) -Data collection and interventions based on data -Use of technology to accommodate all learners 	<ul style="list-style-type: none"> -Term demand pieces to be sent home with exemplar -Writer's celebration – monthly writing pieces displayed in the library (framed). -Writer's celebration – classroom writings made into books (coiled) and displayed in library for student use. -PLP's (Personalized Learning Plan) goals are updated and revised -Use of Academic Pyramid of Interventions and Teaching Process Map -Targeted PLC conferencing and follow up -ESST referrals, implementation and follow up (providing resource interventions, instructional strategies and assessment strategies) 	<ul style="list-style-type: none"> Each reporting period Monthly Ongoing As deemed necessary Bi-weekly/monthly Bi-weekly or as needed 	<ul style="list-style-type: none"> -Families are aware of writing expectations by end of June. -Students increase confidence in writing and assessing their own work -Students are working towards meeting individualized goals -Set targets to close achievement gap -Improved writing skills. -Collection and interpretation of data to guide instruction (short and long term) -Improved writing scores -Students are comfortable using technology and learning is enhanced 	

Priority 2: *By 2021 best practices in reading will be used to direct reading instruction to increase our reading scores.*

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>
Formative Assessments: - Running Records -Letter ID -Sight words -Reading comprehension -Whole group reading comprehension Reading Assessment Resources: -Blue Box -Fontas and Pinell assessments -Jolly Phonics -Phonetic Anime -GB+ (FI) -Phonemic Awareness -Precision Reading (both English and FI)	-Guided reading (weekly) -Raz Kids/Headsprouts and other computer reading programs -Home reading program -ESSR support -PLC Literacy Coach -Precision Reading Pgm. -Volunteer reading -Word rings -ELF grade 2 reading program -PDU initiatives (running records) -Flex groupings -Balanced Literacy (9 key components) -Inferential, literal and critical thinking comprehension questions -Pet Reading Program	-Anecdotal reports and assessments -PLC meetings (interpret student reading data, develop and implement best practice to meet student needs) -Running records -Sight word assessments -Use of Academic Pyramid of Interventions and Teaching Process Map -ESST referrals, implementation and follow up (providing resource interventions, instructional strategies and assessment strategies) -Report cards sent home -PLP's (Personalized Learning Plan) goals are updated and revised	Daily, weekly Weekly Minimum 3 times/year (FI 2x/year) Minimum 3 times/year Ongoing Bi-weekly 3 times/year As deemed necessary 1-2x/year	-Students are comfortable using technology and learning is enhanced -Best practice and student targets will be based on student data obtained through many assessment, teaching strategies and tools -Comprehension skills will improve -Reading scores will improve -Student development in language arts incl. communication will improve -increased confidence -Individual student goals are met -Confidence and love of reading and writing increase	

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

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 -Flex groupings -Small group instruction -Class store -Access to manipulatives -Numeracy Night -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 -Teacher created assessments -Numeracy benchmarks	-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) -Class participation and interest -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 Daily/weekly	-Individual student goals are met -Small intervention groups implemented based on Clipboard Cruiser and Excel data -Student scores in numeracy improve -increased confidence -Students are comfortable using technology and learning is enhanced -Intervention groups implemented -Best practice and student targets will be based on student data obtained through many assessment and teaching strategies and tools -Numeracy benchmarks improve	

Priority 4: *By 2021, students will be exposed to new science and technology experiences (STEAM) 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"> -Science Kits (sent home with 1 student per class each week) -Coding workshops (Code Mobile) -Development of <i>STEAM</i> Kits -Launch of Science Kits -Whole school experiences of science enrichment (ex. Earth Rangers, Science East, Second Nature Club (possibly share with local schools)-topics to be rotated every 3 years -Tech/scientific clubs (<i>STEAM</i>) such as Robotics Club, Coding Club, Building Club, Puzzle Club, Earth Rangers -Mad Science/Snapology after school program(s) -IPAD usage (programs- Mystery Science) 	<ul style="list-style-type: none"> -All students eventually have an opportunity to present in front of their classmates and teacher -Staff and students to be trained by district Technology/Science coach -Science Kit implementation -Whole school enrichment experiences occur based on secured funds -Based on volunteer availability -Based on program availability -Curriculum based (research, activities, real-life skills) 	<ul style="list-style-type: none"> Weekly by 2021 by 2020 Weekly Weekly and bi-weekly Weekly 	<ul style="list-style-type: none"> -Oral presentation and demonstration -Coding Club in operation -Implementation of <i>STEAM</i> Kits for use in classrooms, during indoor recess/lunch and kits for outside usage (outdoor classroom) -Plan in place to formally implement school-wide (funds acquired) -Interest in <i>STEAM</i> increases -Clubs up and running -Program up and running -Programs are used by students, increased interest in <i>STEAM</i> 	

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 Trauma-informed Care</p> <p>-Info sessions will be arranged by staff and/or Core Leadership Team for parents on topics such as allergies, anxiety, nutrition, safety, literacy and/or math (K orientation day)</p> <p>-EPI-Pen training -First Aid training for staff -Tech support for teachers to implement curriculum-based programs</p> <p>-Tech. support for teachers to promote/increase home communication (ex. <i>Classdojo</i>) and curriculum-based programs</p> <p>-Teachers will visit classrooms in other schools for professional learning in keeping with their Professional Growth Goals</p> <p>-<i>STEAM</i> training for staff</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 and in-class programs</p> <p>-Teachers are provided with release time for school visits</p> <p>-Training sessions with District Tech/Science coaches are arranged</p>	<p>December 2020</p> <p>Yearly</p> <p>2020 2020-2021</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 2020</p>	<p>-All teachers and EAs will be able to implement skills and knowledge gained to best meet student's needs</p> <p>-Information sessions are arranged and facilitated</p> <p>-Staff (and students) are trained in Allergy Awareness and Anaphylaxis and First Aid -Teachers and EAs will be trained in relevant technology. Students will be able to effectively use technology to improve student learning</p> <p>-Improved/increased home communication and in-class activities via technology</p> <p>-Teachers gain valuable knowledge and best practice skills to apply to their own teaching</p> <p>-Training sessions occur</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>
-Core Leadership Team is in place	-Add CLT component to staff meeting agendas	Ongoing	-Team officially meets quarterly. Updates of CLT meetings will be discussed at staff meetings	
-Playground Buddy Program (Global Competencies)	-Training will be provided to students and staff on the Playground Buddy Program.	January 2020	-Playground Buddy Program is implemented and Buddies are able to assist with minor issues, answer student questions, help a student in need, be a friend	
-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.	-Differentiation of instruction occurs	June 2020	-Increase in student socio-emotional well-being. Increased student confidence	
-In-school Clubs (Global Competencies)	-All students have the opportunity to join an in-school club	Ongoing	-Touches on all 6 components of NB Global Competencies (critical thinking, innovation, self-aware, collaboration, communication and global citizenship)	
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<i>Targeted Research-Based Strategies/Actions</i>	<i>Monitoring and Accountability</i>	<i>Timeline</i>	<i>Indicators of success</i>	<i>Progress Notes</i>
- Re-introduce and launch the WITS program	-School-wide implementation	Yearly	-Students develop strategies to deal with conflict.	

<p>-Community Engagement: Compile a list of GBP PALS, meet with partners to further promote involvement and support. Reach out to potential new partners.</p>	<p>-A listing of PALS and their current support/involvement. New PALS to come on board.</p>	<p>June 2020</p>	<p>-Increase in PALS involvement/support/relationship with the school.</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>- Increase in student socio-emotional well-being. Increased student confidence.</p>	<p>June 2020</p>	<p>- More programs/clubs, daily leadership opportunities will be offered to students (ex. morning announcement reader, assembly assistants, Playground Buddies)</p>	
<p>-Continued and improved parent-school communication</p>	<p>-Parents are kept up to date on school news and events</p>	<p>Ongoing</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>-Local, provincial, national and world outreach initiatives</p>	<p>-in keeping with NB Global Competencies</p>	<p>Ongoing</p>	<p>-Monthly, themed assemblies are held, school-wide charity fundraisers, school challenges, home challenges, good deeds and contributions on small and large scales</p>	
<p>-Provide student awareness opportunities in regards to: a) Indigenous studies b) Disability awareness c) French Cultural awareness d) Protection of Animals e) Earth Day f) Holidays around the World</p>	<p>-Students will become aware and educated on national and global issues/topics such as the protection of the environment.</p>	<p>Ongoing</p>	<p>-School-wide activities and lessons are implemented based on national and global issues/topics such as Earth Day.</p>	