

SCHOOL IMPROVEMENT PLAN
2017-2018
BLACKS HARBOUR SCHOOL

Anglo South School District



School Improvement Plan
Blacks Harbour School
2017 – 2018

We believe:

- All students can learn
- Students need a safe, respectful challenging place to learn
- Students learn best when teachers, children, parents and community work together

At Blacks Harbour School...

Our mission is to:

Educate, Motivate, and Empower.

We envision:

All students at Blacks Harbour School will reach their maximum potential through best practices, differentiated instruction and timely interventions.

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| EECD AREAS OF FOCUS | SCHOOL AREA OF FOCUS | EECD TARGETS 2026 |
|---|--|---|
| Objective 1: Ensure all learners value diversity and have a strong sense of belonging | Promoting a Positive Learning Environment | TBD |
| Objective 7: Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment. | Promoting a Positive Learning Environment | TBD |
| Objective 3: Improve literacy skills for all learners | Improvement in student achievement in literacy. Improved instructional practice through the use of formative assessment | 90% of students achieving appropriate or higher levels of performance on provincial mathematics assessments (grade 2) |
| Objective 4: Improve numeracy skills for all learners | Improvement in student achievement in numeracy. Improved instructional practice through the use of formative assessment | 90% of students achieving appropriate or higher levels of performance on provincial reading assessments (grade 4) |

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AREA OF FOCUS: Improvement in student achievement in **mathematics** [Number Strand]
JUSTIFICATION STATEMENT: Number is an essential strand and must be mastered for continued success.

| SCHOOL SMART GOAL: | STRATEGIES AND ACTIONS | RESPONSIBILITY | TIMELINES | MONITORING | EVIDENCE OF SUCCESS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------------------------|----------------|-----------|------------|---------------------|-----|-----|-----|----------|-----|-----|-----|----------|-----|-----|-----|----------|-----|-----|-----|-----------------------|--|--|--|--|-----|-----|-----|----------|---|-----|-----|----------|---|-----|-----|----------|---|-----|-----|---|---|---|---|--|--------------------|--|--|--|--|-----|-----|-----|----------|--|--|--|----------|--|--|--|----------|--|--|--|
| <p>80% of our K – 2 students will receive 3 or better on their November, March and June report cards in number and operations</p> <p>PLOP: APPROPRIATE OR BETTER</p> <table border="1" style="width: 100%; text-align: center; margin-top: 10px;"> <thead> <tr> <th colspan="4" style="background-color: #4F7942; color: white;">NUMBER 2016- 2017</th> </tr> <tr> <th></th> <th style="background-color: #4F7942; color: white;">T 1</th> <th style="background-color: #4F7942; color: white;">T 2</th> <th style="background-color: #4F7942; color: white;">T 3</th> </tr> </thead> <tbody> <tr> <td style="background-color: #4F7942; color: white;">K</td> <td>85%</td> <td>73%</td> <td>78%</td> </tr> <tr> <td style="background-color: #4F7942; color: white;">1</td> <td>74%</td> <td>66%</td> <td>100</td> </tr> <tr> <td style="background-color: #4F7942; color: white;">2</td> <td>67%</td> <td>69%</td> <td>67%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center; margin-top: 10px;"> <thead> <tr> <th colspan="4" style="background-color: #4F7942; color: white;">MATH FACTS 2016- 2017</th> </tr> <tr> <th></th> <th style="background-color: #4F7942; color: white;">T 1</th> <th style="background-color: #4F7942; color: white;">T 2</th> <th style="background-color: #4F7942; color: white;">T 3</th> </tr> </thead> <tbody> <tr> <td style="background-color: #4F7942; color: white;">K</td> <td>✓</td> <td>92%</td> <td>95%</td> </tr> <tr> <td style="background-color: #4F7942; color: white;">1</td> <td>✓</td> <td>79%</td> <td>100</td> </tr> <tr> <td style="background-color: #4F7942; color: white;">2</td> <td>✓</td> <td>65%</td> <td>100</td> </tr> </tbody> </table> | NUMBER 2016- 2017 | | | | | T 1 | T 2 | T 3 | K | 85% | 73% | 78% | 1 | 74% | 66% | 100 | 2 | 67% | 69% | 67% | MATH FACTS 2016- 2017 | | | | | T 1 | T 2 | T 3 | K | ✓ | 92% | 95% | 1 | ✓ | 79% | 100 | 2 | ✓ | 65% | 100 | <p>ACTIONS: GRADES K-2 FOCUS: FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Review and become familiar and confident in the new math PDU materials and how the standards link to what we are reporting. Using formative assessments and the building blocks in the classroom to monitor student progress Common marking time Common planning | <p>TEAM:</p> <p>Donna Naomi Joelene Rachel Karen Alyssa Lana</p> | <p>TIMELINES:</p> <p>By each reporting period, the team will have reviewed and become familiar with the relevant PDU documents.</p> <p>At least once per reporting period. Dates TBD.</p> | <p>MONITORING:</p> <p>Team time minutes, classroom observations, and lesson plans will reflect the time spent reviewing the PDU document and use of formative assessment tools and building blocks within the classroom.</p> | <p>EVIDENCE OF SUCCESS:</p> <table border="1" style="width: 100%; text-align: center; margin-top: 10px;"> <thead> <tr> <th colspan="4" style="background-color: #4F7942; color: white;">NUMBER 2017 - 2018</th> </tr> <tr> <th></th> <th style="background-color: #4F7942; color: white;">T 1</th> <th style="background-color: #4F7942; color: white;">T 2</th> <th style="background-color: #4F7942; color: white;">T 3</th> </tr> </thead> <tbody> <tr> <td style="background-color: #4F7942; color: white;">K</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #4F7942; color: white;">1</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #4F7942; color: white;">2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | NUMBER 2017 - 2018 | | | | | T 1 | T 2 | T 3 | K | | | | 1 | | | | 2 | | | |
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| | T 1 | T 2 | T 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | 85% | 73% | 78% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 74% | 66% | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 67% | 69% | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATH FACTS 2016- 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| K | ✓ | 92% | 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | ✓ | 79% | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | ✓ | 65% | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>By June each class from Grades 3-5 will be at least 80% fluent in their Math facts (addition/subtraction for all, multiplication/division as students progress).</p> <p>PLOP: APPROPRIATE OR BETTER</p> <table border="1" data-bbox="92 797 411 987"> <thead> <tr> <th colspan="4">REFLEX DATA 2016-2017</th> </tr> <tr> <th></th> <th>NOV</th> <th>MAR *</th> <th>JUNE</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>63%</td> <td>59%</td> <td>63%</td> </tr> <tr> <td>4</td> <td>50%</td> <td>58%</td> <td>78%</td> </tr> <tr> <td>5</td> <td>64%</td> <td>83%</td> <td>84%</td> </tr> </tbody> </table> | REFLEX DATA 2016-2017 | | | | | NOV | MAR * | JUNE | 3 | 63% | 59% | 63% | 4 | 50% | 58% | 78% | 5 | 64% | 83% | 84% | <p>ACTIONS: GRADES 3-5 FOCUS: MENTAL MATH</p> <p>Within our regular class lessons and homework, incorporate math games that target these facts.</p> <p>Create math fact games and spend up to 10 minutes of the PLC time sharing those games, with the ultimate goal of creating a kit of math fact games. Each team member will rotate presenting the game, as per schedule created.</p> <p>Use Reflex Math program three half-hour periods per week during class time. Encourage regular Reflex use at home (i.e. include reminders in agenda and in class newsletters, Meet the teacher night, parent-teacher meetings, principal's newsletter, Synvoice message, etc.)</p> <p>Organize a math bazaar for an afternoon in December (tentatively Dec. 14 from 1:00-2:15). The Bazaar will include stations that showcase the math fact games and Reflex math program that the students use. If possible, we will recruit other staff members (ex. principal, ESS, lead teachers) to be involved as well.</p> <p>We will encourage teachers/custodians/visitors to continue to use the flash card sets that were previously purchased.</p> | <p>TEAM:</p> <p>Katie Roxanne Christine</p> | <p>TIMELINES:</p> <p>Super Speed pre-test to be completed by the end of the second week of September.</p> <p>Reflex data collected each reporting period.</p> <p>Super Speed math fact test completed each reporting period.</p> <p>Super Speed math fact post-test by June 1.</p> <p>Timed fact tests (20 questions in 2 minutes)</p> | <p>MONITORING:</p> <p>Reflex math data will be reviewed and updated each term.</p> <p>Use the Super Speed math fact test (paper and pencil) as a pre-test, assessment each term, than a post-test).</p> <p>Weekly timed fact tests with the data recorded in the student notebooks.</p> | <p>EVIDENCE OF SUCCESS:</p> <table border="1" data-bbox="1665 396 1984 639"> <thead> <tr> <th colspan="4">REFLEX DATA: Addition/Subtraction 2017-2018</th> </tr> <tr> <th></th> <th>NOV</th> <th>MAR</th> <th>JUNE</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1665 688 1984 932"> <thead> <tr> <th colspan="4">REFLEX DATA: Multiplication/Division 2017-2018</th> </tr> <tr> <th></th> <th>NOV</th> <th>MAR</th> <th>JUNE</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | REFLEX DATA: Addition/Subtraction 2017-2018 | | | | | NOV | MAR | JUNE | 3 | | | | 4 | | | | 5 | | | | REFLEX DATA: Multiplication/Division 2017-2018 | | | | | NOV | MAR | JUNE | 3 | | | | 4 | | | | 5 | | | |
|--|-----------------------|-------|------|--|--|-----|-------|------|---|-----|-----|-----|---|-----|-----|-----|---|-----|-----|-----|--|--|---|--|---|---|--|--|--|--|-----|-----|------|---|--|--|--|---|--|--|--|---|--|--|--|--|--|--|--|--|-----|-----|------|---|--|--|--|---|--|--|--|---|--|--|--|
| REFLEX DATA 2016-2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | NOV | MAR * | JUNE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 63% | 59% | 63% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 50% | 58% | 78% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 64% | 83% | 84% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | NOV | MAR | JUNE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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We envision:

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| | | | | | |
|--|--|--|--|--|--|
| | <p>Display the student and class progress on bulletin boards (one in the intermediate hallway and one in the cafeteria).</p> <p>Establish a celebration for student who reach certain specified goals (ex. Purple Person Party).</p> | | | | |
|--|--|--|--|--|--|

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AREA OF FOCUS: Improvement in student achievement in **reading**

JUSTIFICATION STATEMENT: Reading is an essential skill.

SCHOOL SMART GOAL:

80% of our K- 2 students will receive 3 or better on their November, March and June report cards in reading

PLOP: APPROPRIATE OR BETTER

| READING 2016- 2017 | | | |
|--------------------|-----|-----|-----|
| | T 1 | T 2 | T 3 |
| K | 65% | 73% | 78 |
| 1 | 70% | 62% | 79 |
| 2 | 56% | 50% | 57 |

| SIGHT WORDS 2016- 2017 | | | | |
|------------------------|-------------------------------------|-----|-------|-----|
| | BM | T1 | T2 | T3 |
| K | <input checked="" type="checkbox"/> | 69% | 77 | 85 |
| 1 | <input checked="" type="checkbox"/> | 89% | 86 % | 100 |
| 2 | <input checked="" type="checkbox"/> | 96% | 100 % | 100 |

STRATEGIES AND ACTIONS

ACTIONS: GRADES K-2
FOCUS: ORAL LANGUAGE

- Review and become familiar and confident in the Provincial Document on oral language standards and how the standards link to what we are reporting.
- Using sentence stems in the classroom daily

RESPONSIBILITY

K-2 TEAM:

Donna
Naomi
Joelene
Rachel
Karen
Alyssa
Stephanie

TIMELINES

By the first reporting period, the team will have reviewed and become familiar with the oral language provincial documents.

Sentence stems will be used daily within the classroom throughout the school year.

MONITORING

Team time minutes, classroom observations, and lesson plans will reflect the time spent reviewing the provincial document and use of sentence stems within the classroom.

EVIDENCE OF SUCCESS

| READING 2017 - 2018 | | | |
|---------------------|-----|-----|-----|
| | T 1 | T 2 | T 3 |
| K | | | |
| 1 | | | |
| 2 | | | |

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| <p>75% of our 3 - 5 students will receive 3 or better on their November, March and June report cards in reading</p> <p>PLOP: APPROPRIATE OR BETTER</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">READING 2016- 2017</th> </tr> <tr> <th></th> <th>T 1</th> <th>T 2</th> <th>T 3</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>38%</td> <td>60%</td> <td>65%</td> </tr> <tr> <td>4</td> <td>53%</td> <td>62%</td> <td>63%</td> </tr> <tr> <td>5</td> <td>NA</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> | READING 2016- 2017 | | | | | T 1 | T 2 | T 3 | 3 | 38% | 60% | 65% | 4 | 53% | 62% | 63% | 5 | NA | 100% | 100% | <p>ACTIONS: GRADES 3-5 FOCUS: INFERENTIAL COMPREHENSION RESPONSES</p> <p>Grades 4 and 5 classes will use the ACRAR resource.</p> <p>Use a variety of inferencing games and activities, such as: passage cards, online games, picture prompts, manipulatives or centres, It's in the Bag, case files, etc.</p> <p>All classes will use the CARS and STARS inferencing lessons.</p> | <p>TEAM:</p> <p>Christine Katie Roxanne</p> | <p>TIMELINES:</p> <p>By the end of September, each class will complete the CARS pre-test.</p> <p>At the end of each reporting period, each class will complete the three-column assessment tool; grades 4 & 5 will complete an ACRAR assessment.</p> <p>Complete the CARS post-test at the beginning of June.</p> <p>Other activities and games will be completed as regular, ongoing LA instruction.</p> | <p>MONITORING:</p> <p>Three-column assessment tool (What I already know + Words from the text = What I infer).</p> <p>CARS assessments (pre-test, lesson assessment, post-test).</p> <p>ACRAR written responses.</p> | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">READING 2017-2018</th> </tr> <tr> <th></th> <th>T 1</th> <th>T 2</th> <th>T 3</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | READING 2017-2018 | | | | | T 1 | T 2 | T 3 | 3 | | | | 4 | | | | 5 | | | |
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BLACKS HARBOUR SCHOOL

AREA OF FOCUS: Improvement in student achievement in **writing**

JUSTIFICATION STATEMENT: Writing is an essential skill.

| SCHOOL SMART GOAL: | STRATEGIES AND ACTIONS | RESPONSIBILITY | TIMELINES | MONITORING | EVIDENCE OF SUCCESS | | | | | | | | | | | | | | | | | | | | |
|--|---|---|--|---|---|--|--|--|--|--|-----|-----|-----|---|--|--|--|---|--|--|--|---|--|--|--|
| <p>80% of our K- 2 students will receive a 3 or better on their November, March and June report cards in writing.</p> | <p>ACTIONS: GRADES K-2 FOCUS: FORMATIVE ASSESSMENT OF WRITING BEHAVIORS</p> <ul style="list-style-type: none"> • Develop a K component to add to the BHS writing rubric • Add oral language and writing behaviors to the BHSWR • Compile a mentor text toolbox which contains resources for each writing essential skill • Use the rubrics within the classroom daily • Structure common marking sessions • Plan visits to other classrooms to see how the rubrics are used and have a focused conversation about the lesson with feedback | <p>K-2 Team Naomi Donna Joelene Alyssa Rachel Karen Stephanie</p> | <p>By the first reporting period, have the first two learning targets completed through team time.</p> <p>By the second reporting period, the team will meet for structured common marking sessions.</p> <p>Each member of the team will visit at least one other classroom each term.</p> <p>Continuously use the writing rubrics within the classroom throughout the year.</p> <p>Continuously add resources to the writing toolbox throughout the year.</p> | <p>The updated writing rubrics will be posted on the staff share.</p> <p>Structured marking sessions will be recorded within team time and PL day minutes.</p> <p>Team time minutes and observation checklists will reflect classroom visits.</p> <p>Lesson plans and classroom observations will reflect daily use of the writing rubrics.</p> <p>Toolboxes will be present or accessible in each classroom.</p> | <p>Teacher competence with implementing the rubric during formative assessment.</p> <p>Student will develop confidence with self-evaluation and visualizing criteria for success.</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th colspan="4">Writing Achievement (3-Appropriate) 2017-2018</th> </tr> <tr> <th></th> <th>T 1</th> <th>T 2</th> <th>T 3</th> </tr> </thead> <tbody> <tr> <th>K</th> <td></td> <td></td> <td></td> </tr> <tr> <th>1</th> <td></td> <td></td> <td></td> </tr> <tr> <th>2</th> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Writing Achievement (3-Appropriate) 2017-2018 | | | | | T 1 | T 2 | T 3 | K | | | | 1 | | | | 2 | | | |
| Writing Achievement (3-Appropriate) 2017-2018 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | T 1 | T 2 | T 3 | | | | | | | | | | | | | | | | | | | | | | |
| K | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>By June, our 3 - 5 students will be able to correctly spell 90% of the no-excuse words from their appropriate grade-level list conventionally.</p> <p>PLOP: APPROPRIATE OR BETTER</p> <table border="1" data-bbox="92 570 459 854"> <thead> <tr> <th colspan="3">Million Dollar Words 2016-2017</th> </tr> <tr> <th></th> <th>T 1</th> <th>T 3</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1.42 average words used</td> <td>1.92 average words used</td> </tr> <tr> <td>4</td> <td>0.94 average words used</td> <td>3.3 average words used</td> </tr> <tr> <td>5</td> <td></td> <td>3.7 average words used</td> </tr> </tbody> </table> | Million Dollar Words 2016-2017 | | | | T 1 | T 3 | 3 | 1.42 average words used | 1.92 average words used | 4 | 0.94 average words used | 3.3 average words used | 5 | | 3.7 average words used | <p>ACTION 1: GRADES 3-5 FOCUS:NO-EXCUSE WORDS</p> <p>Multi-age spelling bee in February.</p> <p>Routine classroom practice of spelling patterns.</p> <p>Encourage no-excuse words to be practiced at home.</p> <p>Create, then regularly use sight word games, such as: bingo, fly swat, fishing, hangman, connect four, pathways, and more.</p> <p>Dictate sentences for the students to write that include specific no-excuse words (ex. 10 sentences that may include 20-30 no excuse word.)</p> | <p>TEAM:</p> <p>Christine Katie Roxanne</p> | <p>TIMELINES:</p> <p>Complete pre-test with the students by the end of September.</p> <p>Create the complete set of sight word games to compile a kit by the end of January (games may be used sooner than that as they are prepared).</p> <p>Routinely practice the no-excuse words in the classroom setting using the strategies outlined in the Actions column.</p> <p>Complete a no-excuse words post-test in early June.</p> <p>Following the pre-test, have a weekly word assessment each week.</p> | <p>MONITORING:</p> <p>Tracking document to be included in the data binder.</p> <p>Tracking graph to be included in the student notebooks.</p> <p>Results from pre-test, weekly assessments, and post-test.</p> | <p>EVIDENCE OF SUCCESS:</p> <table border="1" data-bbox="1692 388 2007 703"> <thead> <tr> <th colspan="4">No-Excuse Words 2017-2018</th> </tr> <tr> <th></th> <th>Sept.</th> <th>Mar.</th> <th>June</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | No-Excuse Words 2017-2018 | | | | | Sept. | Mar. | June | 3 | | | | 4 | | | | 5 | | | |
|---|-----------------------------------|-------------------------|------|--|-----|-----|---|-------------------------|-------------------------|---|-------------------------|------------------------|---|--|------------------------|--|--|--|---|--|------------------------------|--|--|--|--|-------|------|------|---|--|--|--|---|--|--|--|---|--|--|--|
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| | Sept. | Mar. | June | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| AREA OF FOCUS: Strengthening instruction practice through the use of formative assessment. | | | | | |
|--|-------------------------------|---|------------------|--|--|
| JUSTIFICATION STATEMENT: Better use of formative assessment to inform instruction and plan interventions will improve learning for students | | | | | |
| SMART GOAL: | ACTIONS: GRADES K-2 FOCUS: | TEAM: | TIMELINES: | MONITORING | EVIDENCE OF SUCCESS |
| 100% of K-2 teachers will make gains toward the “sustaining” level with regard to formative assessment use in literacy and numeracy PLOP: Individual PLOP tracked within in PGP’s | | Donna Naomi Joelene Rachel Karen Alyssa Stephanie Lana | September - June | <ul style="list-style-type: none"> Monitored within individual PGP’s Learning targets as established with leads Self-reflection tool to be completed each term | <ul style="list-style-type: none"> Movement along the continuum |
| 100% of 3-5 teachers will make gains toward the “sustaining” level with regard to formative assessment use in literacy and numeracy PLOP: Individual PLOP tracked within in PGP’s | | Christine Katie Roxanne | September - June | MONITORING: <ul style="list-style-type: none"> Monitored within individual PGP’s Learning targets as established with leads Self-reflection tool to be completed each term | <ul style="list-style-type: none"> Movement along the continuum |

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AREA OF FOCUS: Promoting a Positive Learning Environment

JUSTIFICATION STATEMENT: Students who are *socially* engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. The percentage of students in Blacks Harbour School that were socially engaged compared with national norms are indicated below.

| SMART GOAL #1 | STRATEGIES AND ACTIONS | RESPONSIBILITY | TIMELINES | MONITORING | EVIDENCE OF SUCCESS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------------|------------|------------|---------------------|------|---------------------|-------------|------------|-----|--|--|------------|------|-------------|------|---------------------|-------------|------------|--------|--|--|------------|-----|-------------|------|---------------------|-------------|------------|-----|--|---|-------------------------------|--|---|---|--|------------|--|-------------|--|---------------------|--|------------|--|
| <p>By June 2018, data will show the number of students who miss 11- 20 absences will be reduced to 10%</p> <p>PLOP:</p> <table border="1"> <tr><th colspan="2">2014- 2015 SEPT – JUNE ATTENDANCE DATA</th></tr> <tr><td>ABSENT 1-5</td><td>100 %</td></tr> <tr><td>ABSENT 6-10</td><td>43 %</td></tr> <tr><td>ABSENT 11-20</td><td>20 %</td></tr> <tr><td>ABSENT 21+</td><td>6 %</td></tr> </table> <table border="1"> <tr><th colspan="2">2015- 2016 SEPT – JUNE ATTENDANCE DATA</th></tr> <tr><td>ABSENT 1-5</td><td>32 %</td></tr> <tr><td>ABSENT 6-10</td><td>33 %</td></tr> <tr><td>ABSENT 11-20</td><td>21 %</td></tr> <tr><td>ABSENT 21+</td><td>0.09 %</td></tr> </table> <table border="1"> <tr><th colspan="2">2016- 2017 SEPT – JUNE ATTENDANCE DATA</th></tr> <tr><td>ABSENT 1-5</td><td>40%</td></tr> <tr><td>ABSENT 6-10</td><td>27 %</td></tr> <tr><td>ABSENT 11-20</td><td>19 %</td></tr> <tr><td>ABSENT 21+</td><td>9 %</td></tr> </table> | 2014- 2015 SEPT – JUNE ATTENDANCE DATA | | ABSENT 1-5 | 100 % | ABSENT 6-10 | 43 % | ABSENT 11-20 | 20 % | ABSENT 21+ | 6 % | 2015- 2016 SEPT – JUNE ATTENDANCE DATA | | ABSENT 1-5 | 32 % | ABSENT 6-10 | 33 % | ABSENT 11-20 | 21 % | ABSENT 21+ | 0.09 % | 2016- 2017 SEPT – JUNE ATTENDANCE DATA | | ABSENT 1-5 | 40% | ABSENT 6-10 | 27 % | ABSENT 11-20 | 19 % | ABSENT 21+ | 9 % | <p>ACTION:</p> <ul style="list-style-type: none"> Attendance Matters Campaign Keep focus with monthly synervioce and newsletters ESST to monitor attendance data monthly ESST to ensure BHS attendance protocol is being followed Target individual students with incentive plans for attendance Early intervention for students who have a history of absences from previous years | <p>TEAM:</p> <p>Vanessa Kirby Tammy Jo-Ann Kalie / ISD</p> | <p>Sept. 2017 – June 2018</p> | <p>Monthly at ESS Team will analyze monthly attendance</p> <p>Comparison reports re: Attendance provided by Nick Munn – Sept. Jan., Jan.- June, and Sept. – June</p> | <table border="1"> <tr><th colspan="2">2017 - 2018 SEPT – JUNE ATTENDANCE DATA</th></tr> <tr><td>ABSENT 1-5</td><td></td></tr> <tr><td>ABSENT 6-10</td><td></td></tr> <tr><td>ABSENT 11-20</td><td></td></tr> <tr><td>ABSENT 21+</td><td></td></tr> </table> | 2017 - 2018 SEPT – JUNE ATTENDANCE DATA | | ABSENT 1-5 | | ABSENT 6-10 | | ABSENT 11-20 | | ABSENT 21+ | |
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| ABSENT 1-5 | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ABSENT 6-10 | 27 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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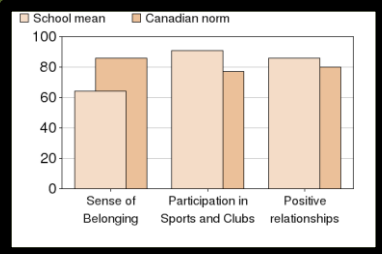
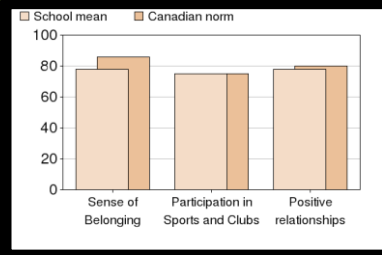
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| | | | | | |
|--|--|---|---|--|---|
| <p>SMART GOAL #2</p> <p>The 2017-2018 TTFM Student Engagement report will see a 10% increase in students sense of belonging (social engagement)</p> <p>PLOP: (more at the end of document) 2015-2016 - Percentage of students socially engaged at BHS</p>  <p>2016 – 2017 – social engagement</p>  | <p>ACTION:</p> <ul style="list-style-type: none"> Initiate “Morning Manners Matter” Greeting (school wide focus on appropriate communication through greeting) FIERCE Self-Esteem Project – a social-emotional learning & wellness curriculum collaboratively developed and delivered to students in grades 3-5 Social skills training K-5 through the ESS Team / BHS Resource Whole school Zones of Regulation K - 5 To become a fully licensed after-school program provider with 2 staff members To run a full Breakfast, lunch, and Got Your Back Programs at BHS to lesson food insecurities Summer Slide camp for K-5 students | <p>TEAM</p> <ul style="list-style-type: none"> BHS faculty ESS Team Community Schools | <p>TIMELINES:</p> <p>Sept. 2017 – Aug 2018</p> | <p>MONOTIRING:</p> <p>Regular progress update to PSSC</p> | <p>EVIDENCE OF SUCCESS:</p> <p>2017 – 2018 TTFM Student Engagement Report</p> <p>2017– 2018</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div> |
|--|--|---|---|--|---|

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AREA OF FOCUS: To strengthen **engagement of families** and foster **community partnerships**

JUSTIFICATION STATEMENT:

| SMART GOAL: | ACTION: | TEAM: | TIMELINES: | MONITORING: | EVIDENCE OF SUCCESS: |
|---|--|---|------------------------------------|--|--|
| <p>By June 2018, we will have secured funding to continue existing programs into the 2018-2019 school year.</p> <p>By June 2018, BHS will have hosted a minimum of 8 family events.</p> | <p>To maintain our present community partnerships and services to families and increase the number of participants</p> <p><u>Breakfast Program</u> – Cooke's / Connors Brothers / Grants <u>Lunch Program</u> – Seniors Group <u>Backpack Program</u> – FWC <u>After School Program</u> – CS / United Way / Boys and Girls Club of Charlotte County <u>Summer Slide</u> – UW /B&G <u>Home and School</u> <u>PSSC</u></p> | <p>Jo-Ann Schwarze Amanda Corning</p> | <p>Sept. 2017 – Sept. 2018</p> | <p>Community School Coordinator's Report</p> <p>PSSC minutes H&S minutes</p> | <p>Grants received and all initiatives are extended into next school year</p> <p>Community partners continued support</p> <p>Summer Slide Report</p> |
| | <p>ACTION: To maintain our present initiatives centered on student and family engagement and make additions as we are able.</p> <p>Report Card Information Night Trunk or Treat Christmas Concert Book Fairs / Literacy Night Math Expo / Math Number Family Skate Night Movie Night Paint and Sip (mother/child) Village Visits</p> | <p>TEAM: Admin ESS Home and School</p> | <p>Sept. 2017 – Sept. 2018</p> | <p>ESST minutes Staff minutes PSSC minutes H&S minutes</p> | <p>Results of TTFM and wellness survey will indicate a high level of connectedness for students and families</p> |

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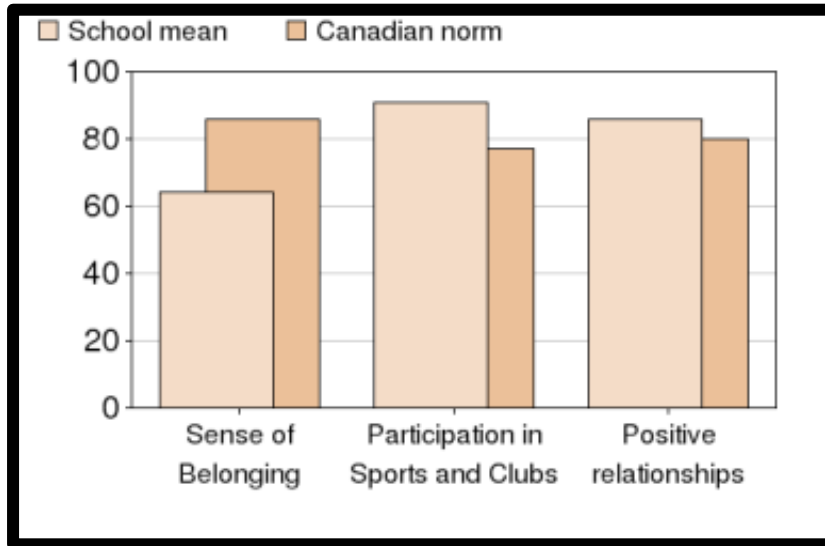
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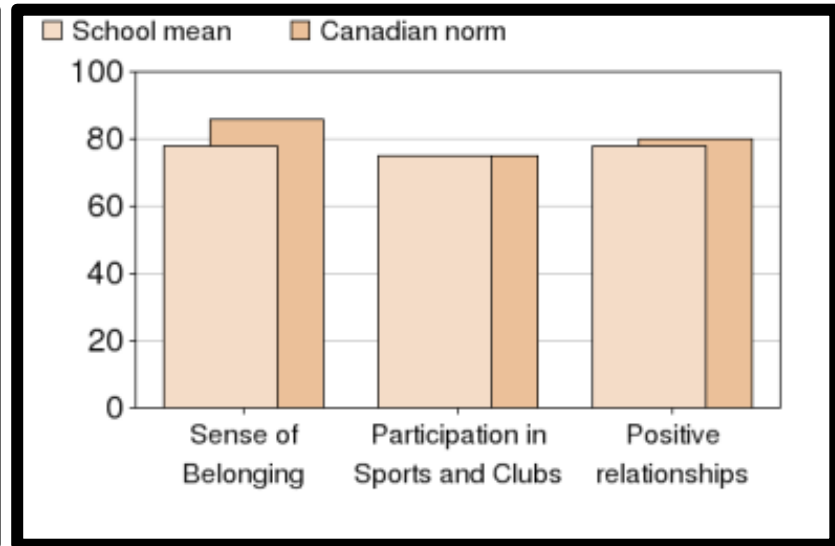
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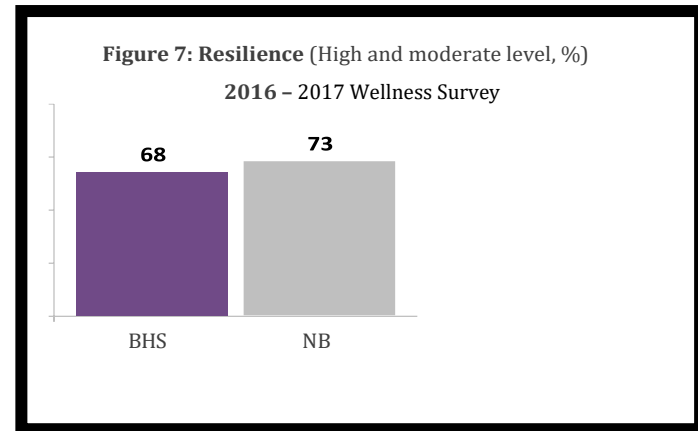
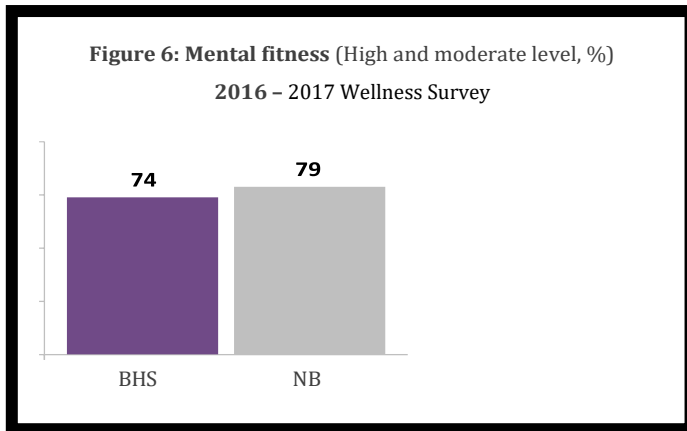
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2015 – 2016



2016 – 2017



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