

# Milltown Elementary School

## School Improvement Plan 2018-19

### Our Mission

We exist to be a Family of Learners, committed to Excellence

### Our Vision

We Commit to:

.....a welcoming, engaging and enriched community where every adult takes collective responsibility and works positively and in collaboration with others to constantly improve student learning,

.....best practices only, where students and families are encouraged to become leaders and empowered to leave a legacy in our community.

### We value:

Learning for all, Collaboration, Respectful Relationships, Empowering Individuals, Families and Community, Wellness for all.

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### ASD-S Ends Policies:

1. To provide positive, safe, healthy and inclusive learning and working environments for children, youth and staff.
2. To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, science (English and French Immersion) and to improve learning in application of the arts, trades and technology.
3. To increase the engagement of children and youth by embedding competencies such as, critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.
4. To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and district wide initiatives that promote mental fitness.
5. To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.
6. To coordinate and maximize access to resources to support children, youth and families.
7. To promote the value of education through effective partnerships and positive, proactive communication.

### CAMET Standards for Educational Administrators

1. Positive Learning Environment
2. Instructional Leadership
3. Community Partnerships/Engaging Families
4. Living the Vision of Learning
5. Driving the Leadership Potential of Others

**TARGET: Assessment**

Big Indicators:

\*June 2019 self-assessment by all teachers will indicate a 5 or 6 on the formative assessment rubric (rubric is in supporting documents).

\*December 2018 results of Teacher Perception Survey Question #31 will improve:

*I use formative assessment evidence to inform planning for individualized students on my team.*

	Hardly or Never	One quarter of lessons	One half of lessons	Three quarters of lessons	Almost all of my lessons
Dec. 2016	15.4	0	30.8	15.4	38.5
Dec. 2017	18.2	0	18.2	9.1	54.5
Dec. 2018					

Goals:

	Goal	Measure/Evidence	When?	Who?
K-2	All teachers at 5-6 by June 2019	By Nov. 20 all teachers at a 4 or more By April 2 all teachers at least at a 5 By June 30 all teachers at 5 or 6	By Nov. 20 all teachers at a 4 or more By April 2 all teachers at least at a 5 By June 30 all teachers at 5 or 6	All primary teachers

**TARGET: Balanced Literacy**

Big Indicators:

\*By June 2019 Teacher self-assessment on Balanced Literacy rubric (rubric is in supporting documents) will indicate an improvement over baseline (September 2018).

	Goal	Measure/Evidence	When?	Who?
K-2	To improve collective score on the BL rubric: August 2018 collective score was 23.5 between five primary literacy teachers	Balanced Literacy rubric – mid year and end of year measures compared to baseline collected in August 2018	August, January, June	Five primary literacy teachers
3-4-5 english	To improve collective score on the BL rubric: August 2018 collective score was 10 between three intermediate english literacy teachers	Balanced Literacy rubric – mid year and end of year measures compared to baseline collected in August 2018	August, January, June	Three intermediate English language teachers

**TARGET: PLEP/Behaviour Management**

Big Indicators:

\*By June 2019 Teacher self-assessment on Behaviour Management rubric (rubric is in support documents) will indicate an improvement over baseline (September 2018).

\*By June 2019 EA self-assessment on Behaviour Management rubric for EAs (rubric is in support documents) will indicate an improvement over baseline (September 2018).

\* December 2018 Teacher perception survey results for question #45 will improve.

*Disruptive student behavior causes a significant loss of learning time in this school.*

	Disagree	Neither Agree nor Disagree	Agree
Dec. 2016	23.1	38.5	38.5
Dec. 2017	18.2	36.4	45.5
Dec. 2018			

Goal	Measure/Evidence	When?	Who?
PBIS Behaviour Stations 3 times per year with all students (share info and expectations with preschool)	All students through behavior stations with expectations taught three times per year.	September, January, April	ESSTeam
All homerooms will have Zones of Regulation lessons taught during weeks 2-11 of school with all adults in class taking active part.	Lessons taught In June 2019 all teachers self-assessment of Zones implementation (rubric is in supporting documents) will improve over Sept. 2018 baseline.  August 2018 baseline for 12 teaching staff is 24 .	Sept – October September baseline  June 2019	Katie All homeroom teachers
June 2019 self-assessment by all teachers on behavior management rubric will show improvement over Sept. 2018 baseline.	Self-assessment August 2018 baseline score for 13 teaching staff is 39.	August baseline June 2019	ESSTeam – new process for teachers as they refer  All teachers

**TARGET: Positive Mental Health in all stakeholders**

Big Indicators:

- \*Parent Wellness Wheels will demonstrate improvements over baseline.
- \*Percentage of students with chronic absences (10 per cent or more of school days) will decrease.
- \*Tell Them From Me survey results will demonstrate increased connectedness for grade five students.
- \*Informal data collection in staff meetings will indicate increase in staff “soft” skills around communication, resiliency, etc.

Goal	Measure/Evidence	When?	Who?
Each staff meeting in 2018-19 will have a component around staff resiliency.	Meeting agenda/minutes	Monthly or as per year calendar for staff meetings	ESSTeam All participants
Work to increase number of staff who have Mental Health First Aid	More staff take part in this training	As per district calendar	ESSTEAM and Jen Grant
Grade 4 and 5 students will have access to a “soft start” breakfast program, aimed at building positive adult connections and having students more ready to learn in class.	Soft start breakfast café will run September-June.	daily	ESSTeam
Parent Power Up participants will show improvements on Wellness Wheel surveys	Power Up will take place	March-May 2019	Admin and Cathy Halstead

**TARGET: Community Partnerships**

Big Indicators:

- \*Feasibility study on Milltown United Church will be completed and action taken by June 2019.
- \*Playground upgrades: including a new piece of equipment, a fenced in space and outdoor play equipment for Pre-K to grade 2 students.

Goals	Measurement/Evidence	When?	Who?
Equipment, fencing, storage shed will be purchased and installed by June 2018.	New equipment functional	June 2018	Admin and Cathy Halstead
Parent School Support Committee Policy 711 goal: Five PSSC meetings will be held in 2018-19, all serving supper to parents and children, as per Nutrition Policy #711	Menus for PSSC meetings created Oct. 1, 2018, in consultation with Healthy Learners’ Nurse, Joyce Walker-Haley	Oct, December, February, April and June	Admin, Joyce Walker-Haley, PSSC chair, Cathy Halstead
MES will increase the number of parents/families involved in Community Food Smart from September baseline.	Each month, we will tabulate how many MES families take part in Community Food Smart.	Monthly	Cathy, Heather

<p>MES will construct a roadmap of community engagement, with the intent of sharing that map with at least one other school in ASD-S.</p>	<p>Funding secured from UW Summer 2019 – Cathy and Heather partner with businesses to identify steps in the last ten year process of community engagement</p> <p>2019-20 school year: pilot the process with one other ASD-S school and edit/refine the roadmap document</p> <p>2020-21 school year: complete the final edits on the document to share with other schools</p>	<p>July 2019-June 2021</p>	<p>Cathy, Heather</p>
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