

**School Improvement Plan
2022-2023
Vincent Massey Elementary**



Our Mission

Our mission as a school community is to provide challenging learning experiences for all which promote collaboration, creativity and develop critical thinking skills. We do this by creating a safe supportive learning environment where learners can take risks. We do this so that we all become responsible for our own learning and feel valued.

Our Vision

Share, Grow, Succeed

We Value ...

diversity, inclusion (UDL), teaming, community and parent involvement, child centered support, collaboration, student leadership, nutrition, knowing everyone, team meetings, peer helping, peer tutoring, homework lunch, volunteers, SMART Class, enrichment, technology, drama , chess, Home & School Committee , students, partnerships (Sunbury Shores, Kingsbrae, Library, Huntsman, Kiwanis , SJDA), recognition assemblies, supportive colleagues, PE every day, our playground and more....

Our Absolute VMES Commitments (developed through our PLC's)

Commitments	Strategies
1. <i>We will be guided by our mission statement.</i>	<ul style="list-style-type: none"> ✓ Our mission statement and vision will be revisited at every staff meeting. ✓ We will ensure support/intervention for all students with the resources available. We will recognize and build upon students' strengths and provide support for learning challenges. ✓ We will develop a skill set for each student to work cooperatively and independently on- the 5 success skills, WITS and NB 6 Global competencies. ✓ To ensure a safe environment there must be an awareness of all the medical concerns in the school.

<p>2. <i>We will follow our norms to ensure productive team meetings.</i></p>	<ul style="list-style-type: none"> ✓ Meetings start and end on time. ✓ Meetings are guided by our agenda. ✓ We will come prepared. ✓ Board in staff room provides a medium for communication. An agenda that includes team meeting place will be sent out in advance.
<p>3. <i>Learning targets will be communicated to students and parents.</i></p>	<ul style="list-style-type: none"> ✓ Learning outcomes are included monthly parent calendars. ✓ Math & Literacy goals are referred to in teacher lesson plans. ✓ Daily learning goals are written on the board and referred to throughout the lesson. ✓ Learning is summarized at the end of each lesson. ✓ Regular communication with parents including, for example, weekly information letters, regular Talk Mails ✓ Weekly check ups ✓ Week at a glance (class talk mail) ✓ School Website ✓ Weekly Homework
<p>4. <i>Clear and consistent expectations for student behavior.</i></p>	<ul style="list-style-type: none"> ✓ Our SMART Motto, Playground Expectations, Hallway & Cafeteria Expectations, Communication Binder, and Pyramid of intervention for behavior are communicated to our parents and students. Goal is to review as needed. ✓ Behaviours will be modeled in the hallways. ✓ Supply teachers will not be asked to supervise students during unstructured times. ✓ A consistent playground and cafeteria supervisor is the norm. ✓ Playground Pals will assist with ensuring playground expectations are met. ✓ Positive Office referrals will be distributed as frequently as possible. ✓ Individual classroom norm goals will be collaboratively developed, posted and revisited on a regular basis. ✓ SMART Behaviour matrix is being implemented through monthly themes.
<p>5. <i>*We will use common rubrics using provincial standards when assessing writing pieces.</i></p>	<ul style="list-style-type: none"> ✓ The rubrics will be used for assessment and goal setting purposes for each grade level. ✓ The rubrics will be discussed and referenced on a regular basis during team meetings. ✓ Writing pieces for each genre are sent home. <p>*Revisions in progress</p>
<p>6. <i>We will use data to guide our collaborative decision making.</i></p>	<ul style="list-style-type: none"> ✓ Follow-up discussion and intervention strategies based upon the results will be discussed at team meetings. ✓ Progress monitoring will be explored and discussed at team meetings.

7. <i>We will provide enrichment opportunities for our students.</i>	<ul style="list-style-type: none"> ✓ SJDA/VMES partnerships, Project Based Learning opportunities, SMART Class, Sunbury Shores, Sports: cross-country, track and field, curling, baseball, Go for 42, Announcements, Chess, Student lead clubs, Literacy & Math Flexible Groupings, Enrichment Clusters, etc....
8. <i>Homework expectations are clear. A support system for students is established.</i>	<ul style="list-style-type: none"> ✓ Homework policy is detailed in the agenda. ✓ Homework policy is followed by all teachers. ✓ Homework lunch program is utilized, and consistent expectations followed. ✓ After school tutoring club supervised by SJDA students (once a week). ✓ Homework expectations, including instructions, are detailed on each home assignment. ✓ For classes using monthly homework there will be mid-month or weekly check-ins
9. <i>We will develop leadership qualities and opportunities for our students.</i>	<ul style="list-style-type: none"> ✓ K Kids ✓ OWLS ✓ SMART Class/Enrichment Groups ✓ WITS ✓ Zones of Regulation ✓ Student Led Clubs

School Improvement Plan Goals

(1) **Goal:** We will improve mental health and resiliency through proactive strategies such as Social Emotional Learning with a focus on the CARR model, positive education, social thinking, and zones of regulation.

Strategies	Professional Learning
<p>Common school language using 5 success skills- Empathy, Self-control, Embracing Diversity, Integrity, Grit</p> <p>Diversity presentations to students by Linda Morehouse on Oct 6</p> <p>Small targeted social emotional student groups</p> <p>Teach behavioral expectations in all settings (hallway, playground, class norms, café) All classes will have at least 3 lessons on gender stereotypes (lots of new books).</p>	<p>*SEL set as a staff meeting focus item each month.</p> <p>Oct. 20 & Oct. 27-Diversity presentations by Linda Morehouse</p> <p>Dec. 2- Tom Hoerr staff presentation on the use of Formative 5 as schoolwide SEL Framework</p> <p>Oct. 25 and Nov. 29- Therese Trofimencoff (Anti Racism) staff professional learning</p> <p>Jan. 31 & Feb. 28 -ACE Training with Heather Chase</p> <p>March 24- NCVI Training for selected staff</p>

<p>Ms. Baker/Ms. Smith leading stress & anxiety reduction/ resiliency/guidance /zones lessons with all classes on a weekly basis.</p> <p>ESST meets biweekly to discuss how to further support staff and students and capitalize upon our service partners.</p> <p>K-2 Teachers are teaching social emotional learning using We Thinkers as guidance.</p> <p>Tattling vs. telling instruction and reinforcement</p> <p>Social Skills Groups</p> <p>Zones of Regulation language will be used by all.</p> <p>Mini Chef's Program</p>	<p>March 30- Tech talk evening with Lisa Williams and Sarah Rankin (caregivers invited)</p> <p>April 25- Jessica Bellis Trauma Informed Practice</p> <p>April 13 & 20 -Melissa Gauvin EAL presentation to teachers.</p>
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Progress SEL	Strategy	Assessment Tool	Technology/Resources
<p>95% of student feel that teachers care about them.</p> <p>76% feel they belong at their school.</p> <p>20% have a choice about when and how to do their schoolwork.</p> <p>46% need for autonomy highly satisfied</p> <p>93% need for competence highly satisfied</p>	<p>Education</p> <p>Promotion</p> <p>Student Leadership</p>	<p>Student wellness survey</p> <p>Positive office referrals</p> <p>Student involvement in clubs</p>	

93% need for relatedness highly satisfied			
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(2) Goal: We will improve student engagement and achievement by embedding research-based literacy practices.

Strategies	Professional Learning
Utilization of Science of Reading strategies schoolwide	EECD Literacy modules
Reinstatement of ELF literacy program revised to continue to be in person and flexible to volunteer needs.	EGLA pilot school
Reinstate schoolwide literacy intervention and enrichment.	Biweekly team meetings with literacy PL
Reflect on data collected from phonological awareness and phonics screener.	District coach requests for support
Daily targeted personalized instruction.	
Volunteers reading with students.	

Progress Literacy		Strategy	Assessment Tool	Technology/Resources
Nov2023	May 2023	Whole class instruction	EGLA EECD Formative Assessment Tool	UFLI Resources purchased.
K- 15/ 19	16/19	Small group instruction		Decodable books
1-17/27	20/27	Personalized instruction based on individual progress.		Haggerty Resources purchased for K-2.
2- 7/17		Targeted Intervention Groups		Sound bins & walls
3- 17/28	16/27	ELF /volunteer support		
4- 15/20		Home communication that includes specific skills to practice.		
5- 19/25	18/24			

Nov Percentage of students at appropriate literacy level 90/136 = 67%			
May Percentage of students at appropriate literacy level –			

(3) **Goal:** We will provide opportunities for second language learning for both students and staff.

Strategies	Professional Learning
<p>LLO prototype school</p> <p>FLORA Pilot School</p> <p>PSSC support for French programming.</p> <p>Student survey on feeling comfortable speaking French outside of school.</p> <p>One day a week supply teacher to help support staff collaboration and student achievement.</p> <p>Student Assistant from France 2.5 days a week.</p> <p>French everyday for all students with increased French in grade 4.</p>	<p>Further language training for current teachers to build capacity for teaching French within the school.</p> <p>Continued monthly staff meeting themes and PL by LLO Team</p>

Progress French 5	Strategy	Assessment Tool	Technology/Resources
<p>November 2023</p> <p>Unratable- 3</p> <p>Novice- 9</p> <p>Basic- 10</p>	<p>Whole class instruction</p> <p>Small group instruction</p> <p>Personalized instruction based on individual progress.</p>	<p>OPI Formative Assessment Tool- in person interview</p>	<p>Ipad aps</p> <p>Cordless mics</p>

Basic Plus- 2 Intermediate- 1	Targeted Intervention Groups France Assistant small groups Home communication that includes specific skills to practice.		
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