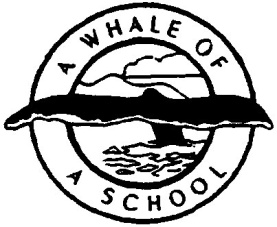
**School Improvement Plan**

**2023-2024**

**Vincent Massey Elementary**



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**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)**

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| **Commitments** | **Strategies** |
| 1. *We will be guided by our mission statement.* | * 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. |
| 1. *We will follow our norms to ensure productive team meetings.* | * 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. |
| 1. *Learning targets will be communicated to students and parents.* | * 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 |
| 1. *Clear and consistent expectations for student behavior.* | * 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. |
| 1. *\*We will use common rubrics using provincial standards when assessing writing pieces.* | * 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.   \*Revisions in progress |
| 1. *We will use data to guide our collaborative decision making.* | * 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. |
| 1. *We will provide enrichment opportunities for our students.* | * 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…. |
| 1. *Homework expectations are clear. A support system for students is established.* | * 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 |
| 1. *We will develop leadership qualities and opportunities for our students.* | * 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.

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| **Strategies** | | | **Professional Learning** | | | |
| Common school language using 5 success skills- Empathy, Self-control, Embracing Diversity, Integrity, Grit  Diversity presentations to students by Linda Morehouse on Oct 6  Small targeted social emotional student groups  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).  Ms. Smith leading stress & anxiety reduction/ resiliency/guidance /zones lessons with all classes on a weekly basis.    ESST meets biweekly to discuss how to further support staff and students and capitalize upon our service partners.  K-2 Teachers are teaching social emotional learning using We Thinkers as guidance.  Tattling vs. telling instruction and reinforcement  Social Skills Groups  Zones of Regulation language will be used by all.  Mini Chef’s Program | |  | \*SEL set as a staff meeting focus item each month.  Oct. 20 & Oct. 27-Diversity presentations by Linda Morehouse  Dec. 2- Tom Hoerr staff presentation on the use of Formative 5 as schoolwide SEL Framework  Oct. 25 and Nov. 29- Therese Trofimencoff (Anti Racism) staff professional learning  Jan. 31 & Feb. 28 -ACE Training with Heather Chase  March 24- NCVI Training for selected staff  March 30- Tech talk evening with Lisa Williams and Sarah Rankin (caregivers invited)  April 25- Jessica Bellis Trauma Informed Practice  April 13 & 20 -Melissa Gauvin EAL presentation to teachers. | | | |
| **Progress SEL** | **Strategy** | | | **Assessment Tool** | **Technology/Resources** |
| 95% of student feel that teachers care about them.  76% feel they belong at their school.  20% have a choice about when and how to do their schoolwork.  46% need for autonomy highly satisfied  93% need for competence highly satisfied  93% need for relatedness highly satisfied | Education  Promotion  Student Leadership | | | Student wellness survey  Positive office referrals  Student involvement in clubs |  |

1. **Goal:** We will improve student engagement and achievement by embedding research-based literacy practices**.**

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

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| **Progress Literacy** | **Strategy** | **Assessment Tool** | **Technology/Resources** |
| **Nov2023 May 2023** | Whole class instruction  Small group instruction  Personalized instruction based on individual progress.  Targeted Intervention Groups  ELF /volunteer support  Home communication that includes specific skills to practice. | EGLA EECD Formative Assessment Tool | UFLI Resources purchased.  Decodable books  Haggerty Resources purchased for K-2.  Sound bins & walls |

1. **Goal**: We willprovide opportunities for second language learning for both students and staff.

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| **Strategies** | | | **Professional Learning** | |
| LLO prototype school  FLORA Pilot School  PSSC support for French programming.  Student survey on feeling comfortable speaking French outside of school.  One day a week supply teacher to help support staff collaboration and student achievement.  Student Assistant from France 2.5 days a week.    French everyday for all students with increased French in grade 4.  My Blueprint electronic portfolio | | | Further language training for current teachers to build capacity for teaching French within the school.  Continued monthly staff meeting themes and PL by LLO Team | |
| **Progress French 5** | **Strategy** | **Assessment Tool** | | **Technology/Resources** |
| **November 2023**      Unratable-  Novice-  Basic-  Basic Plus-  Intermediate- | Whole class instruction  Small group instruction  Personalized instruction based on individual progress.  Targeted Intervention Groups  France Assistant small groups  Home communication that includes specific skills to practice. | OPI Formative Assessment Tool- in person interview | | Ipad aps  Cordless mics |