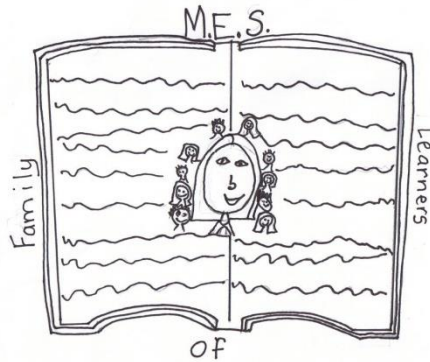


SCHOOL IMPROVEMENT PLAN
2014-2015
Milltown Elementary School



Our purpose is to:

Be a Family of Learners, Committed to Excellence

We commit to:

...A welcoming, engaging and enriched community where every adults 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 are empowered to leave legacies in our community.

We are committed to the following values:

Love of literacy, professionalism, children feeling secure and knowing boundaries, independent thinking, improved self-esteem, caring, respect, celebrating accomplishments, risk-taking, best practices for teaching, teachers knowing students' experiences, love of learning, collaboration, differentiated instruction, forgiving one another, flexibility, open communication, life-long learning for all, a willingness to volunteer

Each grade level team keeps minutes of their weekly meetings and those minutes include team SMART goals in literacy and math, as well as in other areas related to the SIP. We wanted to emphasize that although writing achievement was the specific area noted by our team as a need, there are still team SMART goals on an ongoing basis in reading, writing and math.

The Core Leadership Team will meet again in October, in January and in April to monitor the plan and the SMART goals. After each of their meetings, the Core Leadership Team will report back to the full staff via minutes and through your weekly team meetings.

TARGET: Improving writing achievement in the trait of conventions

SMART goals:

Kindergarten: 70% of our K students will receive AD or better in pre-writing skills and phonemic awareness on November report.

70% of kindergarten students will receive AD or better in writing conventions in March

Grade 1: 55% of our grade 1 students will receive AD or better in writing conventions on November/60% in March/65% in June report cards.

Grade 2: 50% of our grade 2 students will receive AD or better in writing conventions on November/55% In March/? In June report cards.

Grade 3: 40% of our grade 3 students will receive C or better on November report cards in writing convention./60% on March report cards/ ? in June

Grade 4: 33% of our grade 4 students will receive C or better on November/March/June report cards in writing conventions/35% for March

Grade 5: 33% of our grade 5 students will receive C or better on November/ 50% in March/June report cards in writing conventions.

Specific Strategies	Measurable Evidence/Results	Timeline
<p>Team meeting minutes will show evidence of final marks on a sample of writing pieces being marked/agreed upon as a team – monthly.</p> <p>Common assessment marking results will determine next steps in common planning. (indicated in team minutes) Rubrics for each reporting period, differentiation, data walls utilized at every team meeting, K-2 vertical team meeting at the first of the month to review data walls and writing instruction “Teaching to Diversity”, Teachers will embed intervention in the daily schedule with co-planning/teaching assistance from Literacy Support and Resource teacher. Teachers will use the literacy binder with maps, rubrics from year previous, current grade rubrics.</p> <p>Teachers will use district writing continuum with criteria for next steps in writing to help students self assess writing and create writing goals. Teachers will continue to explore Lucy Calkins resource as a guide for common planning during team meetings.</p> <p>ESS goal-enrichment/resourcing for students with exceptionalities</p> <p>Positive learning environment accommodations and strategies.</p>	<ul style="list-style-type: none"> • Report card grades • Monthly common writing assessments • Common assessments are occurring monthly (for the most part)/common marking happening prior to report time. • Primary vertical team meetings and Lucy Calkins book study happening monthly • District continuum is still a work in progress 	<p>Report card results:</p> <p>November- K-87 % (goal exceeded!) 1-63% (goal exceeded!) 2- 51% (goal met!) 3-54% (goal exceeded!) 4-33% (goal met!) 5- 41 % (goal exceeded!)</p> <p>March K- 77% (in writing conventions) 1-69% 2-56% 3-77 % (increase of 23%) 4-48% (increase of 15 %) 5-59% (increase of 18 %)</p> <p>June</p>

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TARGET: Increasing math achievement (number and operations).

SMART goal:

- K: 95% of our students will receive AD or better on June reports.
- 1: 53% of our students will receive AD or better on November/ in March/? in June reports.
- 2: 85% of our students will receive AD or better on November/ in March/June reports.
- 3: 65% of our students will receive C or better on November/? in March/June reports.
- 4: 70% of our students will receive C or better on November/? in March/June reports.
- 5: 80% of our students will receive C or better on November/? in March/June reports.

Strategies	Evidence	Timeline
<ul style="list-style-type: none"> • Differentiation, intervention and enrichment, data binders, weekly checks (grades 3-5) • *K teachers will use screener in September to set baseline data for achievement • use screeners in K-2, mark pre-assessments at a team meeting • Teachers will co-plan/co-teach when needed • Guided Math • Teachers can use comprehensive 'end of year assessment' from previous grade in September to determine next steps in planning. • Curriculum/differentiation strategies/Resource sharing by grade level at each staff meeting • ESS goal-enrichment/resourcing for students with exceptionalities • Positive learning environment accommodations and strategies. • Focus on continued practice in math facts and strategies in problem solving 	<ul style="list-style-type: none"> • Common assessment results as indicated in team meeting minutes • Report card results 	<p>November- K-83% 1-70% 2- 84% 3-77% 4- 5-69%</p> <p>March K-95% 1-82% 2-72% 3- 85 % (increase of 8%) 4- 71% (increase of __ %) 5-83% (increase of 14%)</p>

TARGET: Engaging Families and Fostering Community Partnerships

We will continue to collect and record school wide data that is similar to previous year to determine parent engagement and attendance at school events (i.e monthly assemblies, Welcome Back barbeque, concerts, job fair, interviews, family suppers,) and community partnerships.

Smart Goal:

By the end of the 2014-2015 school year, we will see a 15% increase in family engagement from the 2013-2014 school year.

Strategies	Evidence	Timeline
<ul style="list-style-type: none">• Community Schools Co-ordinator will keep track of partnerships• use monthly grade level newsletters to invite parents of children participating and to mention WITs, incentives for parent participation, Bring your Parent/Grandparent to school, Family Night, FAST, homeroom teachers gather soft data as much as possible• Teachers can present PAWSitive awards (Parents Active With Schools) to parents who are 'caught being great!' which they can submit to the office for monthly draw.• Collect data from MES movie night (PAWS)• Collect data from FAST• Family Literacy Night• Monthly Assemblies• Math/LA parent night• Autism support group• Parent coffee house• Parenting sessions	Data collected over 2014-2015 school year.	ongoing

TARGET: Fostering positive mental health in children, youth and adults.

SMART goal: By the end of the 2014-2015 school year 100 % of teaching staff will be involved in learning about and supporting positive mental health in staff and students.

By the end of May 2014 a student developed survey will provide baseline data for our student mental health and this target will appear as a SMART goal on our 2014-15 SIP.

Strategies	Evidence	Timeline
<ul style="list-style-type: none"> • Small group activities as needed and determined by staff to support students who may require support in areas of mental health, facilitated by guidance teacher. • Parent Sessions "Kids Have Stress Too" 3x • Professional development 3x per year at staff meetings in topics such as: depression, anxiety, anger, how to deal with changes, etc, tying in the 7 Habits of Happy Kids (See NBTA Council Day) • Access support from Bronwyn Tanner and/or Tammy Surette. • Create a Wellness Team to build capacity in the area of Wellness for staff • Promote Celebrations for teachers and students • Use SIW for positive time in schedule. • Roots of Empathy at grade 2 • Boys and Girls club after school program • Literacy mentoring (partnership w/ B and G club) • Kiwanis K-kids • Big Brothers/Sisters In-school mentoring • Parent Workshops: 'Parenting Kids with ADHD', 'Active Parenting', 	<ul style="list-style-type: none"> • Referrals to ISD for students • Staff engagement at wellness activities • Participation at parent sessions 	<p>Ongoing</p>

