



Nashwaak Valley Elementary School

747 Route 628 Hwy
Durham Bridge, NB
E6C 1N6

Mission Statement

To provide an effective and caring learning environment for each child through the established curriculum whereby pupils are challenged physically, socially and academically.

School Vision

To develop innovative learners, critical in their thinking through collaborative exploration and problem solving, while instilling inspiration and leadership in their learning.

**SCHOOL IMPROVEMENT PLAN
NASHWAAK VALLEY SCHOOL
2017-2018**

Goal: TO HAVE STUDENTS LEARN STRATEGIES ON HOW TO TAKE MORE RESPONSIBILITY FOR THEIR OWN LEARNING AND SELF-REGULATION OF THEIR OWN BEHAVIOR SO AS TO BECOME MORE INDEPENDENT LIFE-LONG LEARNERS. TEACHERS WILL CONTINUE TO LEARN MORE ABOUT GROWTH MINDSET, HIGH YIELD TEACHING STRATEGIES AND FORMATIVE ASSESSMENT TO BETTER ASSIST STUDENTS IN DEVELOPING THESE COMPETENCIES.

PLOP (Present Level of Performance): Strategy 1: While mental math strategies are taught to students by teachers, teachers are currently not sharing their practices with each other nor is there any coordination in which strategies are focused on or taught. **Strategy 2:** Creating and using a writing continuum has been the goal of staff. While there is some use of benchmarks with the teaching and marking of writing, there is currently no consistent writing continuum that all teachers use.

<u>Specific Strategies/Actions</u>	<u>Responsibility</u>	<u>Timelines</u>	<u>Realistic & Attainable Measures of Success</u>
<p>INCREASE FOCUS AND IMPROVE TEACHING OF MENTAL MATH STRATEGIES IN NUMERACY. IMPROVED COORDINATION IN LONG-TERM PLANNING & REVIEW OF SUCCESSES AND FURTHER AREAS FOR TEACHER AND STUDENT GROWTH IN NUMERACY</p>	<ul style="list-style-type: none"> • All Teachers • Administration will ensure teachers and students have the resources they need to carry out the strategies. • Math Mentor support (both K-2 mentor and 3-5 mentor) • Resource Teacher 	<p>October 2017 - June 2018</p> <p>Staff meetings 20 minutes, staff to share questions, excellent resources and activities that are effective for student learning.</p> <p>Specific resources to be used: "Mental Math in the Primary Grades" & "Mental Math in the Middle</p>	<p><u>Student measure:</u> Marked growth in student learning in numeracy from initial fall assessments (benchmarking, key skills, classroom assessments). Staff to determine key indicators to demonstrate learning and benchmarking times (set times throughout the school year) in addition to the summative assessments in June. Students will be better able to communicate their learning,</p>

		<p>Grades" "Mental Math Strategies documents" November staff meeting: sharing resources / manipulatives and reflecting on next steps.</p>	<p>independently use strategies and tools learned to further their learning and assist others in the area of numeracy. Older students "teach" / work with younger students to consolidate these strategies during shared math time. <u>Teacher measure:</u> Action plan for professional learning and monitoring and sharing of improved teaching practices will be created. Feedback and reflection of teachers will show improved confidence in assisting students in making gains in math. Rubrics and exemplars posted for student self & peer assessment. Increased teacher confidence and collective efficacy in planning and professional discussion around math.</p>
<p>Create a writing continuum for all teachers and students in all classrooms.</p>	<ul style="list-style-type: none"> • All teachers • Administration - provide support and additional PD as needed. • Literacy Lead Teachers • Resource Teacher 	<p>October 2017 - June 2018 PL Days, PLC's group marking with rubrics and benchmarking - November, March, May Specific resources to be used: Nashwaak Valley Staff created</p>	<p><u>Student measure:</u> Marked growth in student writing from initial fall assessments (using provincial rubrics). Staff to determine key indicators to demonstrate learning and benchmarking times (set times throughout the school year) in addition to the summative</p>

		<p>writing continuum (currently these are benchmarks), provincial writing rubrics, Write Traits resources, Lucy Calkins, Marvellous Mini Lessons</p>	<p>assessments in June. Students will be better able to communicate their strengths and next steps for growth in their writing. In year 2 we hope that the implementation of the writing continuum in the classroom will take place and at that point, students will be able to demonstrate the purpose of using the continuum as a learning tool, refer to it independently by June 2019, and be able to self-assess their own writing and help assess the writing of their peers using the continuum.</p> <p><u>Teacher measure:</u> Action plan for professional learning and monitoring and sharing of improved teaching practices around writing will be created. Outside support (literacy leads) will assist us with the creation of our writing continuum. Teachers may visit to other schools to see the use of their continuum in action. Feedback and reflection of teachers will allow us to create a meaningful and useful writing continuum. In year 2 teachers</p>
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			<p>will introduce the writing continuum and show improved confidence in assisting students in using the writing continuum. Rubrics and exemplars of writing will be posted for student self & peer assessment. Increased teacher confidence and collective efficacy in planning and professional discussion around writing will occur.</p>
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