**Summerhill Street Elementary School**

Anglophone West School District

School Improvement Plan (SIP)

and

Positive Learning and Working Environment Plan (PLWEP)

[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjkjKm54fLfAhXoqIMKHVPKD4UQjRx6BAgBEAU&url=https://secure1.nbed.nb.ca/sites/ASD-W/summerhill/Pages/About-Us.aspx&psig=AOvVaw11dAU76yf5hlqsai-RY5Ij&ust=1547743874474042)[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwil397x4fLfAhUCiIMKHUl2AegQjRx6BAgBEAU&url=https://www1.gnb.ca/0000/results/ASD-W/summerhill_assessment.asp&psig=AOvVaw3sAWOZwqZaGr3kUzACq-Re&ust=1547743987806352)

20 Summerhill Street

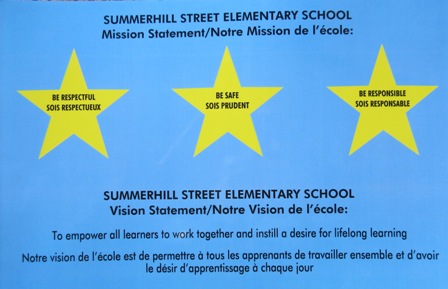
Oromocto, NB

E2V-1V1

2019-2020

Sept. 2019

Mission and Vision Statements



Summerhill Street Elementary School

Mission: Be Respectful, Be Safe, Be Responsible

Vision: To empower all learners to work together and instill a desire for lifelong learning.



Anglophone West School District

Mission: Excited. Involved. Prepared.

Vision: All individuals engaged within our system are empowered to assist in building resilient,

confident and contributing members of our communities.

[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwji_pqN7PLfAhVE5YMKHTKOBf8QjRx6BAgBEAU&url=https://www.unb.ca/fredericton/second-language/&psig=AOvVaw0NjsP6ZpUkRher_MKJM5mW&ust=1547746747411754)

Province of New Brunswick – Department of Education and Early Childhood Development

Mission: Working together, in inclusive learning environments, to support each child and student in reaching their fullest potential.

Vision: Everyone at their best

**School Improvement Plan (SIP)**

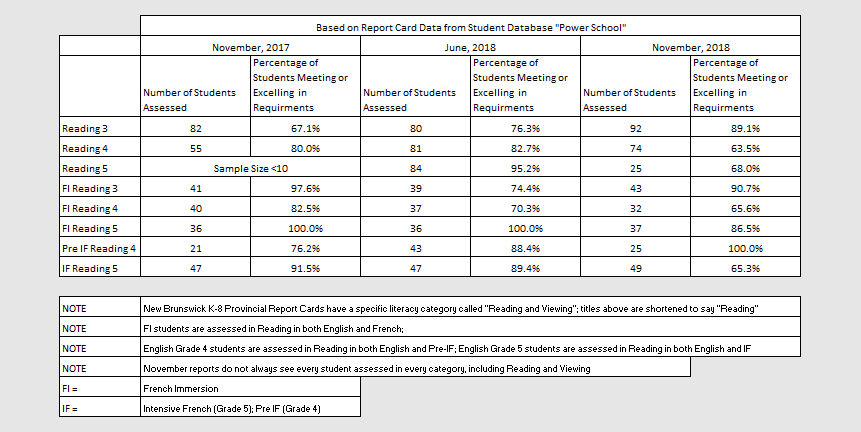
**Goal #1 – *All students will enhance their reading engagement while deepening their comprehension of the text.***

**Link to the District Improvement Plan (DIP)** – This school goal aligns with the first goal of the DIP that states *“Anglophone School District – West will strengthen teaching practices and learning environments to foster the engagement of all learners with a focus on increasing student voice”*. As a part of pursuing this goal, teachers will also focus on formative assessment which is directly related to the second DIP goal that states “*Anglophone School District – West will model the use of formative assessment practices and strategies to increase the learners understanding of: where they are; where they are going; how they are going to get there; and what to do next (assessment of capable learners)*”. This school goal focuses on teaching Summerhill students a skill set that will support them with their interest, commitment and desire for engaged reading and a true understanding of what they are reading.

**Link to the Provincial Improvement Plan “Everyone at their best”** – This school goal aligns mostly with Objective #3 from “Everyone at their best”, stating that we need to *“Improve literacy skills for all learners”*.

**Baseline Data and Current Observations** – Where do our students stand right now in terms of their reading skills? Is there data to provide evidence of our observations?

***Report Card Data*:** When student learning and work shows appropriate and/or proficient achievement, it is scored on the report card as 3 or 3+ (meeting grade level requirements). When student learning and work shows strong and/or excellent achievement, it is scored on the report card as 4 or 4+ (exceeding/excelling in grade level requirements). The data below shows the percentage of students meeting or exceeding/excelling in grade level requirements as evidenced through observations, conversations and products.



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **June, 2019** | | **November, 2019** | | **June,2020** |
|  | Number of students assessed | Percentage of students meeting or excelling in requirements | Number of students assessed | Percentage of students meeting or excelling in requirements |  |
| Reading 3 | 92 | 79.3% (-9.8%) | 69 | 81.1% |  |
| Reading 4 | 82 | 75.6% (+12.1%) | 62 | 66.1% |  |
| Reading 5 | 63 | 92% (+24%) | 9 | 44.4% |  |
| FI Reading 3 | 43 | 67.4% (-23.3%) | 28 | 82.1% |  |
| FI Reading 4 | 30 | 83.3% (+17.7%) | 37 | 76.7% |  |
| FI Reading 5 | 38 | 76.3% (-10.2%) | 27 | 93% |  |
| Pre IF Reading 4 | 52 | 86.5% (-13.5%) | 23 | 87% |  |
| IF Reading 5 | 48 | 85.4% (+20.1%) | 55 | 89.1% |  |

***Reading Engagement Survey:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Grade Level* | *Average /10 March 2019* | *Average /10 Sept 30. 2019* | *Average /10 February 2020* |  |
| ***GRADE 3*** | ***6.7*** | ***7.53*** |  |  |
| ***GRADE 4*** | ***7.3*** | ***7.1*** |  |  |
| ***GRADE 5*** | ***6.1*** | ***7.4*** |  |  |

*TOTAL 6.7 7.3*

***Running Records:*** A running record is a method of assessing a child’s reading level and has its roots in the “Reading Recovery” model for remedial reading instruction. Running records help inform a teacher’s instructional plans and practices and also supports the teacher in describing how well a student is reading.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Number of Students at This Reading Level | | | | | | | | | | | | | |
|  | A-C | D-E | F | G-I | J | K | L | M | N | O | P | P+ | % AT OR Above Grade level | Notes |
| **GRADE 3**  November, 2018 | | 2 | 4 |  | 2 | 5 |  | 10 | 10 | 8 | 3 | 5 |  | 73.5% (L or higher) | 89.8% below P |
| March, 2019 | 2 |  | 3 | 1 | 1 | 2 | 3 | 5 | 12 | 4 | 10 | 6 | 65.3% (N or higher) | 67.3% below P |
| June, 2019 |  | 2 | 1 | 2 |  | 1 | 3 | 2 | 3 | 3 | 16 | 17 | 72.0% (O or higher) | 34.0% below P |
| November, 2019 | 2 | 2 | 2 | 3 | 1 | 3 | 10 | 12 | 5 |  |  | 1 | 68% (L or higher) | 97.5% below P |
| **GRADE 3 FI**  November, 2018 | |  |  |  |  |  |  |  |  |  |  |  |  | N/A for FI at this time |  |
| March, 2019 |  |  |  |  |  |  |  |  |  |  |  |  | N/A for FI at this time |  |
| June, 2019 | 10 | 9 | 8 | 16 |  |  |  |  |  |  |  |  | 55.8% (F or higher) |  |
| November, 2019 | 5 | 4 | 5 | 14 |  |  |  |  |  |  |  |  | 67.8% (F/G or higher) |  |
| **GRADE 4**  November, 2018 | |  | 3 | 1 | 5 | 1 |  | 1 | 2 | 4 | 1 | 5 | 26 | 63.3% (P or higher) |  |
| March, 2019 |  | 3 |  | 5 | 2 |  |  | 3 | 7 | 1 | 4 | 26 | 51.0% (P+ or higher) | 90.5% of one FI class had P+ or higher |
| June, 2019 |  | 3 |  | 4 |  | 3 |  | 1 | 3 | 2 | 7 | 29 | 55.8% (P+ or higher) |  |
| November, 2019 |  | 2 |  | 3 |  | 2 | 4 | 2 | 2 | 8 | 13 | 22 | 60.3% (P or higher) | 39.6% below P |
| **GRADE 4FI**  November, 2018 | | 4 | 6 | 10 | 8 | 3 | 1 |  |  |  |  |  |  | 68.8% (F or higher) |  |
| March, 2019 |  | 4 | 1 | 19 | 3 | 3 |  |  |  |  |  |  | 86.7% (F or higher) |  |
| June, 2019 |  |  | 1 | 4 | 13 | 2 | 8 | 2 |  |  |  |  | 83.3% (J or higher) |  |
| November, 2019 | 10 | 12 | 11 | 3 |  |  |  |  |  |  |  |  | 38.9%(F or higher) |  |
| **GRADE 5**  November, 2018 | |  |  |  | 1 | 1 |  | 2 | 4 |  |  |  | 17 | 68.0% (P+ or higher) | One class, other in IF |
| March, 2019 |  |  |  | 2 |  | 2 | 1 | 5 | 3 | 3 | 3 | 31 | 62.0% (P+ or higher) | Both classes |
| June, 2019 |  |  |  | 1 | 1 |  |  | 1 |  | 1 | 4 | 17 | 68.0% (P+ or higher) | One class, other in IF |
| November, 2019 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **GRADE 5 FI**  November, 2018 | |  |  | 2 | 6 | 9 | 7 | 4 | 3 |  | 5 |  | 2 | 78.9% (J or higher) |  |
| March, 2019 |  |  |  | 11 | 2 | 6 | 7 | 4 | 6 |  | 1 | 1 | 71.1 % (J or higher) |  |
| June, 2019 |  |  | 1 |  | 1 | 2 | 5 | 10 | 3 | 14 |  | 2 | 50.0% (L or higher) |  |
| November, 2019 |  | 1 | 1 | 3 | 13 | 2 | 6 | 1 |  |  |  |  | 81.5% (J or higher) |  |

***Provincial Assessment Data:*** Whereas Summerhill Street Elementary School is a Grade 3-5 school, the applicable Provincial Assessment is the Grade 4 Assessment (Reading, Numeracy, Science). Results for the Grade 4 Provincial Assessment will be released publically for the first time following the May, 2019 scheduled assessment. Teachers may find the Grade 2 Provincial Literacy Assessment results from our main feeder school useful for analysis.

***JUNE 2019 DATA:***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School | Dist | Program | Did Not Write | Exempt | Below Appropriate | Approaching Appropriate | Appropriate | High Appropriate | **Strong** | **Successful** | No. of Students |
| Summerhill Street Elementary | ASD-W | English Prime | 1.9% | 2.0% | 19.6% | 25.5% | 31.4% | 17.6% | 3.9% | **52.9%** | 51 |
| Summerhill Street Elementary | ASD-W | French Immersion (Grade 3 entry) | 0.0% | 0.0% | 3.3% | 10.0% | 26.7% | 56.7% | 3.3% | **86.7%** | 30 |
| Summerhill Street Elementary | ASD-W | **All Students** | 1.2% | 1.2% | 13.6% | 19.8% | 29.6% | 32.1% | 3.7% | **65.4%** | 81 |
| District | ASD-W | English Prime | 1.0% | 4.3% | 13.1% | 23.8% | 29.4% | 26.7% | 2.6% | **58.7%** | 1059 |
|  |  | French Immersion (Grade 3 entry) | 0.2% | 0.5% | 5.9% | 16.8% | 34.6% | 37.0% | 5.2% | **76.8%** | 656 |
|  |  | **All Students** | 0.7% | 2.9% | 10.4% | 21.1% | 31.4% | 30.7% | 3.6% | **65.7%** | 1715 |
| Province |  |  | 0.5% | 2.7% | 10.0% | 20.0% | 32.6% | 31.0% | 3.6% | **67.2%** | 5160 |

***FRENCH IMMERSION RESULTS:***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School | Dist | Did Not Write | Exempt | Below Appropriate | Approaching Appropriate | Appropriate | High Appropriate | Strong | **Successful** | No. of Students |
| Summerhill Street Elementary | ASD-W | 0.0% | 0.0% | 13.3% | 20.0% | 16.7% | 33.3% | 16.7% | **66.7%** | 30 |
| **District** | **ASD-W** | **0.5%** | **0.5%** | **15.6%** | **22.2%** | **17.7%** | **23.5%** | **20.5%** | **61.8%** | **654** |
| **Province** |  | **0.5%** | **0.4%** | **15.3%** | **19.8%** | **21.3%** | **24.8%** | **18.4%** | **64.5%** | **2106** |

***2018 – 2019 “Our School” Data*:**

168 students in Grade 4 and 5 were asked, “How often do you read outside of school?” (December, 2018). They responded as follows:

* 14% said they don’t read outside of school
* 23% said they read 1-2 times per week
* 14% said they read 3-4 times per week
* 17% said they read 5-6 times per week
* 31% said they read every day

168 students in Grade 4 and 5 were asked, “Why do you read?” Students could provide more than one answer, and they shared as follows”

* 7 students said they do not read
* 28 students said they read because someone has told them to
* 23 students said they read to find something out
* 44 students said they read because they know they need to practice
* 88 students said they enjoy reading

***2019 – 2020 “Our School” Data*:**

168 students in Grade 4 and 5 were asked, “How often do you read outside of school?” (December, 2019). They responded as follows:

* 12% said they don’t read outside of school
* 25% said they read 1-2 times per week
* 14% said they read 3-4 times per week
* 14% said they read 5-6 times per week
* 35% said they read every day

168 students in Grade 4 and 5 were asked, “Why do you read?” Students could provide more than one answer, and they shared as follows”

* 5 students said they do not read
* 22 students said they read because someone has told them to
* 11 students said they read to find something out
* 29 students said they read because they know they need to practice
* 101 students said they enjoy reading

**Indicators of Success** – What will it look like when the goal is reached?

* Students will be engaged in their reading, comprehending the full meaning of the text.
* Set instructional time for reading will show students who are focused on their literary texts and enjoying the time spent engaged in them (ie. silent reading and Daily Five)
* Report cards scores in reading will be higher, showing individual and whole class improvement.
* Running records will show an increase in reading level for individual students and a general, whole class improvement.
* Provincial achievement results will show improved scores when comparing grade 2 reading results with grade 4 reading results in a longitudinal manner and when comparing grade 4 reading results from year to year.
* “Our School” data will show a higher percentage of students reading more often and indicating that they enjoy reading.
* Survey results will show an improvement in students’ enjoyment of reading (this will be done per term)
* During unstructured times (ie early morning bus students), we will see students reading and provide books to them whenever possible

**Strategies and Actions** – What strategies and/or actions will be used to support achievement of the goal?

* Teachers will practice formative assessment in an effort to gauge where their students stand and to help inform their instruction.
* The concept of “Reading Buddies” will be encouraged as a worthwhile student and class activity to improve reading.
* A minimum of $450 will be offered to each homeroom teacher to increase classroom libraries and high interest books and other literal pieces (Done in Jan-March 2019)
* Teachers will model engaged reading and communicate with parents about the importance of students reading at home.
* A special literacy celebration (ie. “Milk & Bookies”) will be planned to promote the fun in reading.
* Some teachers will participate in book talks and will share the strategy with students.

**Monitoring and Accountability** – How will progress towards the goal be monitored and how often?

* A SIP Committee focused on “Goal #1 – Reading” will be created to monitor, plan and lead in staff development; a team leader will take the lead
* Plan with blank template will be posted in teacher conference room with all available data accessible to staff; comments are invited at all times.
* Goal will be reviewed with progress notes at PSSC meetings.
* Data related to the goal will be reviewed three times per year, comparing to earlier data that was made available; some data comparisons may take several years.
* Shared document for teachers to share strategies they have implemented or participated in (Vice-Principal to monitor starting in Sept. 2019)
* Each student will do a new survey on Reading Engagement before Sept. 30. We will compare results to last year’s survey (done in last term)
* SIP teams meet the third Thursday of each month and CORE Improvement teach meets the last Thursday of the month

**Responsibility and Timelines** – Who is responsible for specific strategies/actions and what timelines are associated with the strategies/actions?

* A SIP Committee focused on “Goal #1 – Reading” will be created to take the lead; a team leader will guide the committee
* Teachers will be responsible for classroom instruction, assessment and activities.
* Resource teachers and literacy teacher will serve as student support with intervention and teacher coaching.
* Administration will be responsible for supporting parameters for quality instruction, supervision of instruction and oversight of the goal.
* Survey Results on Reading engagement will be reviewed in Sept., March and June
* Vice – Principal (Christie Jordan) and team leader (Melissa Morris) will organize Book study dates, shared document, and all other strategies and action ideas.
* Leaders of the focus group is responsible to ensure the strategies and actions are being done within the time frame (along with the focus group)

**----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Progress Notes** – Please date any notes that have been added as progress comments throughout the year.

February, 2019

* All classroom teachers placed and received a book order valued at $450 to supplement their classroom literacy resources
* Teachers are participating in “book talks”
* Teachers are working with the Literacy Lead on a “book relay”
* The vice-principal and a teacher attended a literacy professional learning session on the “Why of Reading” and are going to deliver a session to all teachers in our school
* Teachers are working together with class reading buddies
* An enrichment activity gave students a chance to write about the “Meaning of Home” and submit them as entries for a writing publication
* Administration presented goal and plan to PSSC in January, 2019

April/May, 2019

* Teacher book talks continue and the book relay was completed
* The vice-principal, classroom teacher and literacy lead presented a professional learning session to all teachers based on their training session on “The Why of Reading”
* A French leveled book kit was ordered to support reading and assessment in French Immersion classes
* The vice-principal and literacy lead conducted a student survey with all students on reading engagement to dig deeper and gather additional data; the vice-principal continues with this initiative
* There was a presentation at a staff meeting on “Student Book Clubs”, based on the success of the initiative at another school
* The practice of “Reading Buddies” continues
* Formative assessment practices have been observed through administration walk-throughs and formal evaluations, with feedback provided
* Teacher communications with home offer a regular reminder about the importance of reading
* Running Record results have been updated in the chart above, effective for the end of March, 2019
  + As texts become more difficult, student progress slows (ie. It is harder to move from an N to a P than it is to move from a J to an L; as text progresses there are additional layers to understand…decoding and understanding at a deeper level)
* March Report Card Data shows:
  + FI Reading and Viewing Grade 3 – 81.8% meeting or excelling with requirements
  + FI Reading and Viewing Grade 4 – 70.0% meeting or excelling with requirements
  + FI Reading and Viewing Grade 5 – 78.9% meeting or excelling with requirements
  + English Reading and Viewing Grade 3 – 77.4% meeting or excelling with requirements
  + English Reading and Viewing Grade 4 – 67.7% meeting or excelling with requirements
  + English Reading and Viewing Grade 5 – 80.5% meeting or excelling with requirements
  + Pre Intensive French Reading and Viewing Grade 4 – 60.4% meeting or excelling with requirements
  + Intensive French Reading and Viewing Grade 5 – 83.7% meeting or excelling with requirement

June, 2019

* Most progress documented above in April/May
* Did not host a special literacy celebration this year
* The goal should remain the same for next year as we have not completed one full year as of yet; also need to wait longer for data comparisons from year to year
* School based data has been collected on reading interests and could be considered useful in the next revision of this SIP Goal #1
* Data to watch for, not available as of June, 2019
  + June, 2019 Report Card Data on Reading
  + May, 2019 Grade 4 Provincial Assessment Data
  + Fall, 2019 “Our School” Data
* Ideas for next year include:
  + Read Aloud Lunch Club
  + School wide yearly plan on reading strategies (ie. Whole school focus on comprehension)
  + Consider a whole school, common “read to self” time
  + Introducing student book clubs

**November 2019**

* **Teachers in the Focus group for this goal brainstorm the “Why” of Reading engagement**
* **Teachers will post what the class is reading outside of classroom door**
* **There will be Booktalks in the classroom and on announcements**
* **Dedicated reading time schoolwide (once/week)**
* **Book recommendations in classes**
* **Mystery reader visits classrooms once a month/Spooky flashlight reading**
* **Create a reading footprint for students**
* **Purchase enough books for early morning bus students to enjoy while they wait to go outside**
* **7-8 teachers are participating in a Book study – Cultivating readers (3 dates to meet – Oct. 11, Nov. 1 and Nov. 29)**
* **VP and Literacy lead prepare the Global Competency grant for Book Talks (Sept. 2019). $750 grant was accepted to buy new books for classroom**
* **Reading surveys in each classroom was done**
* **Shared document for teachers was set up and teachers are recording what they do to improve reading engagement**
* **PL on Book Talks for 2 teachers on this team to attend**
* **Data was updated from June, 2019**
* **Provincial Assessment Data for Reading from 2018-2019 was included in the SIP**
* **Report Cards marks for June were updated to SIP**

**December 2019:**

* -Diverse books ordered and rec'd using Global Competencies grant
* -Many classes have begun book clubs
* -Whole school reading and healthy snack on Dec. 17
* -Red Wings Junior A team to read to students on Dec. 13
* -More book clubs books ordered: engaging titles; topics that evoke a lot of discussion
* -Final meeting for book study is Nov. 29
* -Next book study is planned: Breathing New Life Into Book Clubs

**School Improvement Plan (SIP)**

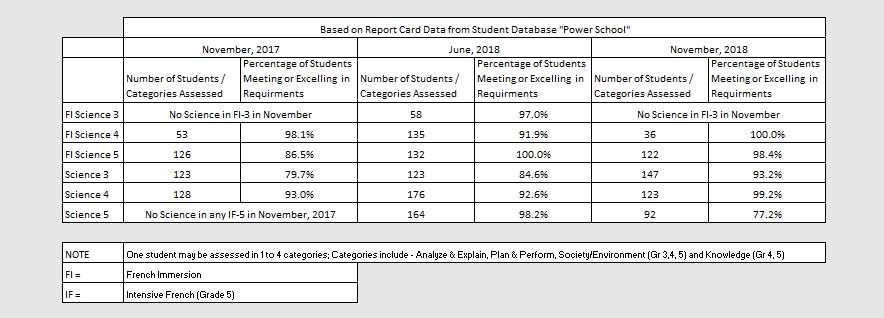
**Goal #2 – *All students will show improvement in science by becoming engaged in inquiry based activities.***

**Link to the District Improvement Plan (DIP)** – This school goal aligns with the first goal of the DIP that states *“Anglophone School District – West will strengthen teaching practices and learning environments to foster the engagement of all learners with a focus on increasing student voice”*. As a part of pursuing this goal, teachers will also focus on formative assessment which is directly related to the second DIP goal that states “*Anglophone School District – West will model the use of formative assessment practices and strategies to increase the learners understanding of: where they are; where they are going; how they are going to get there; and what to do next (assessment of capable learners)*”. This school goal focuses on teaching Summerhill students a skill set that will improve their scientific knowledge and experiential learning through hands-on activities and critical thinking.

**Link to the Provincial Improvement Plan “Everyone at their best”** – This school goal aligns mostly with Objective #5 from “Everyone at their best”, stating that we need to *“Improve learning in, and application of, the arts, science, trades and technology for all learners”*.

**Baseline Data and Current Observations** – Where do our students stand right now in terms of their science and critical thinking skills? Is there data to provide evidence of our observations?

***Report Card Data:*** When student learning and work shows appropriate and/or proficient achievement, it is scored on the report card as 3 or 3+ (meeting grade level requirements). When student learning and work shows strong and/or excellent achievement, it is scored on the report card as 4 or 4+ (exceeding/excelling in grade level requirements). The data below shows the percentage of students meeting or exceeding/excelling in grade level requirements as evidenced through observations, conversations and products.



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **June, 2019** | | **November, 2019** | | **June,2020** |
|  | Number of students/categories assessed | Percentage of students meeting or excelling in requirements | Number of students assessed | Percentage of students meeting or excelling in requirements |  |
| FI Science 3 | 107 | 99.1% | Not assessed |  |  |
| FI Science 4 | 120 | 100% | 148 | 89.2% |  |
| FI Science 5 | 152 | 97.3% | 27 | 100% |  |
| Science 3 | 147 | 93.8% | 101 | 98% |  |
| Science 4 | 133 | 100% | 205 | 96% |  |
| Science 5 | 75 | 100% | 32 | 75% |  |

***Science Engagement Survey:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Grade Level*** | ***Average /10 Nov. 2019*** | ***Average /10 March*** | ***Average /10 June 2020*** |  |
| ***GRADE 3*** | **7.75** |  |  |  |
| ***GRADE 4*** | **7.2** |  |  |  |
| ***GRADE 5*** | **6.95** |  |  |  |

***TOTAL : 7.3***

***Provincial Assessment Data*:** Whereas Summerhill Street Elementary School is a Grade 3-5 school, the applicable Provincial Assessment is the Grade 4 Assessment (Reading, Numeracy, Science). Results for the Grade 4 Provincial Assessment will be released publically for the first time following the May, 2019 scheduled assessment.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *School* | *Dist* | *Program* | *Did Not Write* | *Exempt* | *Below Appropriate* | *Approaching Appropriate* | *Appropriate* | *High Appropriate* | *Strong* | **Successful** | *No. of Students* |
| *Summerhill Street Elementary* | *ASD-W* | *English Prime* | *0.0%* | *1.9%* | *23.1%* | *26.9%* | *23.1%* | *19.2%* | *5.8%* | **48.1%** | *52* |
| *Summerhill Street Elementary* | *ASD-W* | *French Immersion (Grade 3 entry)* | *0.0%* | *0.0%* | *10.0%* | *16.7%* | *30.0%* | *43.3%* | *0.0%* | **73.3%** | *30* |
| *Summerhill Street Elementary* | *ASD-W* | ***All Students*** | *0.0%* | *1.2%* | *18.3%* | *23.2%* | *25.6%* | *28.0%* | *3.7%* | **57.3%** | *82* |
| *District* | *ASD-W* | *English Prime* | *0.8%* | *3.7%* | *22.2%* | *20.4%* | *24.0%* | *23.8%* | *5.8%* | **53.7%** | *1061* |
|  |  | *French Immersion (Grade 3 entry)* | *0.2%* | *0.2%* | *10.2%* | *18.8%* | *29.0%* | *34.9%* | *7.0%* | **70.9%** | *656* |
|  |  | ***All Students*** | *0.6%* | *2.3%* | *17.6%* | *19.7%* | *25.9%* | *28.1%* | *6.3%* | **60.3%** | *1717* |
|  |  |  |  |  |  |  |  |  |  |  |  |
| *Province* |  |  | *0.7%* | *2.5%* | *16.2%* | *20.3%* | *26.5%* | *28.5%* | *6.0%* | **61.0%** | *5151* |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| School | Dist | Number of Students | Analyzing & Explaining (21 Questions) | Initiating & Planning (32 Questions) | Performing & Recording (2 Questions) | Applications (4 Questions) |
| Summerhill Street Elementary | ASD-W | 81 | 61 | 58 | 59 | 52 |

***2018-2019 “Our School” Data*:**

158 students in Grade 4 and 5 were asked “How excited are you about science?” (December, 2018). They responded as follows:

* 6.3% were not excited at all
* 5.7% were rarely excited
* 22.8% were sometimes excited
* 24.9% were often excited
* 38.6% were always excited
* 1.9% did not give an applicable answer

156 students in Grade 4 and 5 provided feedback on “what they like about science class”. A sample of responses included:

* Barely anything, nothing or I do not like science (11 responses)
* Experiments (43 responses)
* Cool, magic, fun and exciting (21 responses)
* Everything (5 responses)

**2019-2020 WHOLE SCHOOL SURVEY (November)**

**227 students in Grades 3, 4 and 5 were asked, “How excited are you about Science?” (November 2019). They responded as follows:**

* **6% were not excited at all**
* **8 % were rarely excited**
* **17% were sometimes excited**
* **21% were often excited**
* **37% were always excited**
* **11% Not sure**

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***2019-2020 “Our School” Data*:**

154 students in Grade 4 and 5 were asked “How excited are you about science?” (December, 2019). They responded as follows:

* 5.2% were not excited at all
* 11.7% were rarely excited
* 23.4% were sometimes excited
* 26 % were often excited
* 32.5% were always excited
* 1.2% did not give an applicable answer

155 students in Grade 4 and 5 provided feedback on “what they like about science class”. A sample of responses included:

* Barely anything, nothing or I do not like science (14 responses)
* Experiments (58 responses)
* Cool, magic, fun and exciting (32 responses)
* Everything (10 responses)

**Indicators of Success** – What will it look like when the goal is reached?

* Students will experience classroom activities that will peak their interest in science, allowing them to learn by doing.
* Students will be able to solve scientific & technical problems with critical thinking and problem solving skills.
* Report cards scores in science will be higher, showing individual and whole class improvement.
* Provincial achievement results will show improved scores when comparing grade 4 results from one year to the next in the category of science literacy.
* “Our School” results will show improvement in student engagement and excitement about science.
* School survey done twice a year will show improvement in student engagement and excitement about science.

**Strategies and Actions** – What strategies and/or actions will be used to support achievement of the goal?

* Teachers will work together as a team for common planning in the area of science, linking curriculum outcomes to engaging activities and instruction.
* Teachers will explore possibilities of science guest speakers and science field trips (UNB Faculty of Science, World’s Unbound, Science East, Brilliant Labs, Honey Bee Field Trip).
* Teachers will create a “Maker Space / STEAM” room to engage students and allow for hands-on learning; portable STEAM buckets with materials will also be created.
* A committee will apply for a “Global Competencies Project” grant and relate it to the creation of our STEAM room and portable STEAM buckets.
* Teachers and administration will invest in science materials and curricular packages to support student inquiry and learning; subscriptions to scientific literacy will also be considered (Mystery Doug/Mystery Science).
* Administration will visit classrooms during science lesson, providing feedback to teachers
* Teachers will invite the science lead and coordinator to support in professional learning and to help gauge our progress through school specific data tracking.

**Monitoring and Accountability** – How will progress towards the goal be monitored and how often?

* A SIP Committee focused on “Goal #2 – Science” will be created to monitor, plan and lead in staff development; a team leader will take the lead.
* Plan with blank template will be posted in teacher conference room with all available data accessible to staff; comments are invited at all times.
* Goal will be reviewed with progress notes at PSSC meetings.
* Data related to the goal will be reviewed each term, comparing to earlier data that was made available; some data comparisons may take several years.
* SIP teams meet the third Thursday of each month and CORE Improvement team meets the last Thursday of the month
* Timeline was shared with Focus group on when the steps to set up the room will take place this term
* Two survey questions for students given in first term (November) and again in June.

**Responsibility and Timelines** – Who is responsible for specific strategies/actions and what timelines are associated with the strategies/actions?

* A SIP Committee focused on “Goal #2 – Science” will be created to take the lead with a team leader who will guide the committee.
* Teachers will be responsible for classroom instruction, assessment and activities.
* Resource teachers and literacy teacher will serve as student support with intervention and teacher coaching.
* Administration will be responsible for supporting parameters for quality instruction, supervision of instruction and oversight of the goal.
* Leader of the focus group (Kandy Voutour) will ensure the strategies and actions are being done within the time frame (along with the focus group)
* Winnie Clerk – to lead inquiry lesson to share with others

**Progress Notes** – Please date any notes that have been added as progress comments throughout the year.

February, 2019

* Met with Science Subject Coordinator and Technology Lead to coordinate effective purchasing for the newly developed STEAM Room
* Presented this SIP goal at the PSSC Meeting in February, 2019
* A Grade 3 and Grade 4 classroom collaboration on building “doodle bots” occurred in the STEAM Room as part of a global competency grant that we received
* The STEAM Room committee continues to organize and develop the room
* All French Immersion students visited Science East on February 6, 2019
* All students in Grade 5 visited Science East on February 12, 2019 (the FI kids went to the Art Gallery so as to not repeat the visit to Science East)
* Classes are watching “Mystery Doug” and submitting questions to the program
* Sally Hirst supported the Grade 3 Team with Science curriculum in the Fall of 2018

April/May, 2019

* Global Competencies Grant – the technology arrived, including a projector, iPads and laptops
* Global Competencies Grant – the grow tower has arrived and is assembled with growth now underway; had assistance from an OHS teacher for set up
* Many seedlings planted, both within the grow tower and outside the grow tower system; monitoring continues
* Regular use of the STEAM Room, in particular by the Grade 3 classes
* Management of and attention to the STEAM Room continues, including a major clean-up and organization
* Visit by World’s UNBound for the Grade 4 and 5 classes
* Grade 5 Trip to the National Science Fair at UNB
* Administration walk-throughs included some classes in the area of science
* March Report Card Data shows:
  + FI Science 3 – 94.7% meeting or excelling with requirements (Combined Analyze & Explain, Plan & Perform, Society/Environment)
  + FI Science 4 – 76.8% meeting or excelling with requirements (Combined Analyze & Explain, Plan & Perform, Society/Environment, Knowledge)
  + FI Science 5 – 76.5% meeting or excelling with requirements (Combined Analyze & Explain, Plan & Perform, Society/Environment, Knowledge)
  + Science 3 – 92.5% meeting or excelling with requirements (Combined Analyze & Explain, Plan & Perform, Society/Environment)
  + Science 4 – 92.2% meeting or excelling with requirements (Combined Analyze & Explain, Plan & Perform, Society/Environment, Knowledge)
  + Science 5 – 84.4% meeting or excelling with requirements (Combined Analyze & Explain, Plan & Perform, Society/Environment, Knowledge)

June, 2019

* STEAM Room currently being used at lunch recess as a maker space for a small group of students
* Another round of “room organization” to prepare for the new school year, including the paint of the door to provide inviting atmosphere
* Lights for the grow tower have arrived and the tower has been positioned for optimal lighting and growth of the plants
* Administration focused on Walkthroughs and Supervision of Instruction
* The goal should remain the same for next year as we have not completed one full year as of yet; also need to wait longer for data comparisons from year to year
* Data to watch for, not available as of June, 2019
  + June, 2019 Report Card Data on Science
  + May, 2019 Grade 4 Provincial Assessment Data
  + Fall, 2019 “Our School” Data
* Ideas for next year include:
  + Continued improvement on the inviting look of the STEAM Room
  + Set up a life science area and get the school fish tank operational for the new academic school year
  + Set up the technology area in the room with laptops, desktops and iPads
  + Consider applying for an SPR position to provide leadership with the STEAM Room

November, 2019

* Teachers in the Focus group for this goal brainstorm the “Why” of Science Inquiry
* Design a layout for the STEAM room technology and where and when to set it up (charge cart, pack pole for power, drops, projector installation, wheels on shelves, headphones, white board paint for tables and pad for glue guns).
* Move all materials from Science cupboard to the STEAM room and finalize all purchases needed to set up the room
* Get all technology set up and updated (12 netbooks and 3 Ipads along with screen and projector)
* Visit other STEAM rooms in the district (Geary, Lincoln and HP)
* Prepare STEAM bins for classrooms (One bin per team)
* Develop an Inquiry lesson to share and have student experts share the lesson with other classes
* Create mystery bag challenges
* Meeting with Matt McGuire and Wendy Thomas – Apply for Brilliant Lab grants
* Tools for schools – grant for $1000, Shannon has applied
* Sally Hirst (Science Lead) has encouraged teachers to get into the STEAM room and planned lessons with classes for 2 weeks in October
* STEAM Tuesdays with Grade 4 students
* STEM Book was ordered for each teacher with ideas for STEM activities
* Data was updated from June, 2019
* Provincial Assessment Data for Science from 2018-2019 was included in the SIP
* Report Cards marks for June were updated to the SIP

**December, 2019**

* Tools for School – We have received the grant.  Sheila and Kandy will be attending a PL session to pick up the kit.  We will need to see how we will accommodate this as this is our Christmas concert date.
* The tulips were planted since we last met, by Mrs. Dyker and a group of parent volunteers.  Thank you cards were made and sent.
* A card has been made for HP to thank them for the cart.
* Mrs. Morgan and Mme Jones went to the HP STEM room and tested student made operation games.
* Mrs. Morgan’s class is now on Minecraft for education through lessons from Mrs. Thomas.
* Sally Hirst was for a period of time and supporting teachers with class lessons.
* Safety lesson in the STEAM room – can we make this a goal for January?  We will look at an in service for teachers in the New Year.   We need to come up with/develop a safety lesson.  We will reach out to Sally Hirst for a safety lesson that we can tweak and send out to teachers. Winnie will reach out to Sally.
* Room improvements have happened, we organized bulletin board items to be hung on the bulletin boards and walls.
* The pack poles have been installed and wired.
* Kandy will send out Christmas themed STEAM lessons to all staff.

**Positive Learning and Working Environment Plan (PLWEP)**

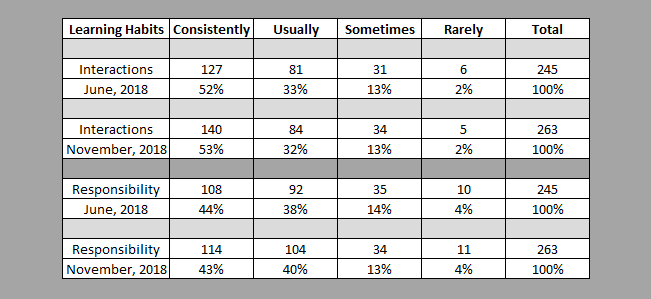
**Goal – *All students will fully understand and demonstrate, through their words and actions, the three characteristics of the Summerhill Street Elementary School mission statement – “Be Responsible, Be Safe, Be Respectful”. In turn, all students will demonstrate pro-social skills and courteous behaviors that are recognized as appropriate social interactions for developing school aged children and feel a greater sense of connection to the school.***

**Link to the District Positive Learning and Working Environment Plan (D-PLWEP)** – This school goal aligns with the first goal of the D-PLWEP that states *“Anglophone School District – West will strengthen the collective understanding of positive learning and working environments”* as well as the second goal of the D-PLWEP that states *“Anglophone School District – West will strengthen the conditions for success by targeting strategies to promote connectedness in the educational community.”* This school goal focuses on teaching Summerhill students about the positive school environment through a focus on three main characteristics that contribute in large part to the culture and environment of the school – responsibility, respect and safety. This goal also focuses on teaching Summerhill students about the importance of having polite, appropriate exchanges with other individuals…students and adults, alike…when interacting with others.

**Link to the Provincial Improvement Plan “Everyone at their best”** – This school goal aligns well with two objectives from “Everyone at their best”. Objective 7 states that we need to *“Ensure all learners develop the knowledge, skills and behaviors needed to continually adapt to, and thrive in, their environment”*. Objective 9 calls on us to *“Foster leadership, active citizenship and an entrepreneurial mindset”.*

**Baseline Data and Current Observations** – What do we currently experience right now in terms of student understanding and demonstrating the characteristics of responsibility, respect and safety? Is there data to provide evidence to our observations?

***Report Card Data***: In addition to student grades that are assigned on student report cards (ranging in values of 1 to 4+), students also get feedback on their “Learning Habits”. Comments of “Consistently (C), Usually (U), Sometimes (S) and Rarely (R)” are used to describe the student’s current demonstration of “Independence, Initiative, Interactions, Organization and Responsibility”. The data below shows the number and percentage of students at each level for the categories of “Interactions” and “Responsibility”, both related to this goal.



***“Our School” Data*:** Students in Grades 4 and 5 participate in the “Our School” survey each year prior to Christmas. This has been a practice for close to 10 years. There is a lot of information that comes from the “Our School” survey that helps inform schools on areas to focus based on student feedback. Related to this particular goal, we have chosen three years of data on the following categories:



***Teacher Perception Survey:***

Teachers have the opportunity to provide feedback each year on a variety of categories. The following points, from 2018-19, are of interest in relation to this goal. 13 teachers provided feedback:

* 92.3% of teachers agree that the school has high expectations for all its students (94.1% district, 90.1% province)
* 100% of teachers agree that every student at this school is encouraged to participate and be included in school-organized activities (97.5%, 95.9%)
* 76.9% of teachers agree that the expectations relating to behavior are well-understood by students (89.4%, 85.7%)
* 84.6% of teachers agree that the response to bullying at this school is effective (82.9%, 80.6%)

For comparison, 11 teachers provided feedback in 2017-18, with the following results:

* 100% of teachers agree that the school has high expectations for all its students (94.0% district, 92.1% province)
* 90.9% of teachers agree that every student at this school is encouraged to participate and be included in school-organized activities (97.6%, 97.6%)
* 100% of teachers agree that the expectations relating to behavior are well-understood by students (90.3%, 85.4%)
* 100% of teachers agree that the response to bullying at this school is effective (83.6%, 79.2%)

***Power School:***

Power School is the student information system used in the province. A range of data on each student is kept, including behavioral data. Related to this goal, the following information on “defiance” and “disrespect” is included here. Please note…more data is available in Power School, but there is a need to ensure there is a consistent understanding when it comes to inputting the data. For instance, one office referral sheet may include a check for both defiance and disrespect for the same incident with both categories being entered into the system for the one incident. After some training, Summerhill will start a more accurate system of collecting and reporting data in 2019-2020 to allow for a broadening of the categories that can be tracked.

September 1/17 to January 16/18 – Defiance = 10 entries, Disrespect = 11 entries

September 1/18 to January 16/19 – Defiance = 11 entries, Disrespect = 11 entries

September 1/19 to January 6/20 – Defiance = 4 entries , Disrespect = 5 entries

September 1/17 to June 30/18 – Defiance = 15 entries, Disrespect = 21 entries

September 1/18 to June 30/19 – Defiance = 31 entries, Disrespect = 29 entries (better tracking, second half?)

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**Indicators of Success** – What will it look like when the goal is reached?

* Students will be playing on the playground and resolving their differences without getting physical.
* Students will be speaking with good purpose and in a respectful way; swearing, inappropriate language, rudeness, indifference and defiance will not be present in the hallways, classrooms or on the playground.
* There will be no injuries due to “hands on” incidents.
* Report card learning habits will show a greater percentage of students showing “consistent and usual” positive interactions and characteristics of responsibility.
* ”Our School” feedback under the categories noted above will show a clear improvement.
* “Teacher Perception Survey” feedback under the categories noted above will show clear improvement.
* There will be fewer entries under the categories of defiance and disrespect in Power School.
* Students will be attending to their school work, focused in class and doing their best during instructional time.

**Strategies and Actions** – What strategies and/or actions will be used to support achievement of the goal?

* During the first week of school, the principal will lead a student assembly that describes and gives examples of responsible, respectful and safe characteristics and practices for students.
* Expectations surrounding responsible, respectful and safe behavior will be shared with parents, in writing and at an opening “Meet the Teacher” gathering as well as with the Parent School Support Committee (PSSC).
* Expectations surrounding responsible, respectful and safe behavior will be explained to students through classroom lessons and principal classroom visits and there will be posters shared throughout the building that reflect the themes of our goal and showing specific examples of expected behavior.
* Expectations surrounding responsible, respectful and safe behavior will be shared through monthly assemblies that are themed for one of the three; Grade levels will take turns taking the lead for coordinating and promoting this activity.
* Teachers will collaborate on consistent lessons to share with their students, building lessons together as professional learning or in common planning times. Team meetings will include positive learning environment conversations at each meeting.
* Expectations surrounding responsible, respectful and safe behavior will be reinforced through intervening when student conduct occurs that demonstrates irresponsible, disrespectful or unsafe behavior; likewise expectations surrounding polite and courteous behavior will be reinforced.
* Positive Behavior Intervention Support (PBIS) strategies will be applied as a model of learning good school behavior; the vice-principal will provide leadership in staff development in this area. Positive reinforcement will be applied. Common positive actions are displayed through the posters and assemblies.
* Students will be recognized for positive actions and behavior through a card system and whole-school through announcements; four positive to one reminder is a standard that aligns with PBIS strategies.
* Classrooms may have greeters at the door to warmly welcome individuals into the classroom; other welcoming systems may be explored.
* Adults will model respectful, polite and courteous interactions at all times.
* Student engagement will be improved through the creation of a student leadership group (Student Representative Council, SRC) and other clubs and activities that will positively engage students in citizenship and good school community behavior.
* A student video will be created that shows appropriate and inappropriate actions.
* A student led diversity group will educate their peers through dialogue, presentations and schoolwide assemblies to promote and foster an inclusive environment and strengthen student connectedness.
* The Education Support Services (ESS) team will provide leadership for Tier 2 and Tier 3 students who require more support and intervention; ESS meets every Friday.
* Teachers will be trained to provide consistent feedback in their behavior tracking sheets so as to better track school data in Power School.

**Monitoring and Accountability** – How will progress towards the goal be monitored and how often?

* A PLWEP Committee focused on the goal will be created to monitor, plan and lead in staff development; the principal and team leader will take the lead
* Plan with blank template will be posted in teacher conference room with all available data accessible to staff; comments are invited at all times.
* Goal will be reviewed at staff meetings 2-3 times per year, with the principal recording notes.
* Goal will be reviewed with progress notes at PSSC meetings.
* Data related to the goal will be reviewed three times per year, comparing to earlier data that was made available; some data comparisons may take several years.
* Playground checklists started the second week of school – Principal will monitor weekly
* SIP teams meet the third Thursday of each month and CORE Improvement teach meets the last Thursday of the month

**Responsibility and Timelines** – Who is responsible for specific strategies/actions and what timelines are associated with the strategies/actions?

* A PLWEP Committee focused on the goal will be created to monitor, plan and lead in staff development; the vice-principal will take the lead.
* Volunteer teachers will organize student activities.
* Whole staff responsibility with the principal overseeing the process.
* SIP teams meet the third Thursday of each month and CORE Improvement teach meets the last Thursday of the month
* Leader of the focus group (Erin Jones) will ensure the strategies and actions are being done within the time frame (along with the focus group)
* Principal will start focus groups with students over lunch starting in November (meet twice a month)

**Progress Notes** – Please date any notes that have been added as progress comments throughout the year.

February, 2019

* Developed revised “Star Slips” and Star Slip stamps to notify parents when students are deserving of praise
* Acquired new posters and banners showing our mission/vision statements of responsibility, respect and safety; the three stars are visible in classrooms and throughout the school
* The first “star theme” was “Be Respectful” and was stressed in the month of December; the Grade 3 team organized this theme month and presented and assembly on December 17, 2018
* The next “star theme” was “Be Safe” and the Grade 4 team hosted an assembly on February 20, 2019
* Staff participated in a Positive Behaviour Intervention Support (PBIS) professional learning opportunity on January 28, 2019; teams had time to plan, research and organize activities related to their assigned theme
* The principal conducted a series of “Pep Talks” with each individual class (February 6 and 7, 2019) to reinforce positive behavior and expectations
* To encourage school spirit, STAR shirts were sold; 70 students purchased the shirts
* To encourage respect, the Culture and Diversity group have a student-led group organizing activities for different theme days (Chinese New Year, Black History Month)
* The beginnings of a staff produced binder have been created; describing activities for the 3 stars that anyone can use

April/May, 2019

* Added quality signs around the school for diversity (world map, welcome sign with stars, diversity banner)
* Diversity and multicultural texts have been added to the library; $600 value
* Field trip to the Multicultural Centre and Art Gallery
* Recognition of MCAF Black History Month
* Chinese New Year Celebration
* Food sampling of French cuisine crepes
* Paired French reading in school among grade levels
* Kindness Month bulletin board display
* Teacher led professional learning on diversity and multiculturalism
* Grade 5 assembly on being responsible
* Teacher professional learning grant with a focus on wellness
* Completion of “Capacity for Courage” initiative with final report submitted
* Administration continued approach to finding resolution through a positive behavior approach and commitment to reviewing appropriate behavior and resolution strategies
* Students recognized for positive behavior
* ESS continues their meeting and support of students in need
* Student leadership has contributed to major fundraiser
* March, 2019, Report Card Learning Habits showed:
  + Positive Interactions – Consistently (54.2%), Usually (33.7%), Sometimes (11.4%), Rarely (0.7%)
  + Responsibility – Consistently (46.6%), Usually (31.4%), Sometimes (16.7%), Rarely (5.3%)

June, 2019

* Hosting of an activity day that included staff and student sport games, solidifying positive relationships
* Citizenship activity from Grade 3 class that raised money for the SPCA
* Staff power point presentation on Inclusionary Practices from the Capacity for Courage Grant that was implemented during the school year
* Student initiated and directed whole school play on kindness, empathy and social skills
* Grade 5 Career Days
* Student award ceremony by grade level to celebrate academics and citizenship
* The PLEP Goal should remain the same for next year as we have not completed one full year as of yet; also need to wait longer for data comparison from year to year
* Data to watch for, not available as of June, 2019:
  + June, 2019 Report Card Data on Learning Habits
  + Fall, 2019 “Our School” Data
  + Fall, 2019 Teacher Perception Data

November, 2019

* Teachers in the Focus group for this goal brainstorm the “Why” of Positive behavior
* Assembly planned during first week of school showing pictures of expected behavior in terms of the 3 stars. Pictures are displayed on posters in “I can statements” Ie. I can take my hat off when I enter the building.”
* Plan assemblies for the year with Grade level teams looking after a theme (Grade 5 – Respect, Grade 4 Responsibility, Grade 3 – Safety)
* Principal Focus groups (to start in November)
* Teach, model, reinforce reminders for whole school – Staff “Shout outs” modeling positive behaviours are shared on announcements every Monday.
* Teams/classroom pairs practice routines and procedures together to make the practice as realistic as possible.
* Walking Challenge started in Safe Schools Week. All teachers talk to their students about safe practices about why we walk in the hallway.  Then, model to their class how to walk in the hall by practicing at least once next week.  Reinforce with the cards.
* Start Book study on Purposeful Play?
* Invite Lynn Thomas Grattan to our next meeting to start Phase 2 of PBIS module
* Update staff on Playground data periodically and follow through on the 4 steps indicated on the clipboard data
* Potential safety presentation put on by outside agency
* Scheduled diversity lessons and presentations for Nov 26- more information to follow
* Christmas around the world for December- bulletin boards, collaborative bulletin board, guest speakers, connect with MCAF
* WISP- Nov 25—Inclusion Diversity theme with Making a Difference book being read by Anne Scott
* Star assemblies
* Grade 5 (Oct. 16 on RESPECT)
* Grade 3 Star Assembly, ACTION- date for assembly
* Star program progress- cards going home with students to share information with parents
* Fundraiser for food bank in December

**December, 2019:**

* Playground data decrease
* Walking challenge/noise in hall/playground
* Assembly on Safety (Grade 3)
* Star groups at lunch
* Our school survey/Parent survey?