

Summerhill Street Elementary School

Anglophone West School District

School Improvement Plan (SIP)

and

Positive Learning and Working Environment Plan (PLWEP)



20 Summerhill Street

Oromocto, NB

E2V-1V1

2018-19

June, 2019

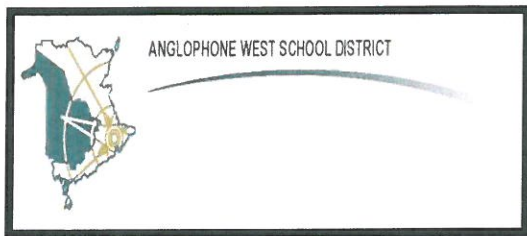
Mission and Vision Statements



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.



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.

Summerhill Street Elementary School – Demographics

2018-19

School Principal:	David McTimoney
School Vice-Principal:	Shannon Atherton
Grades and Programs:	Grades 3 to 5, English Prime and French Immersion
Feeder Schools:	Receive students from Gesner Street Elementary School (Grades K to 2) and send students to Harold Peterson Middle School (Grades 6 to 8) or Ridgeview Middle School (Grades 6 to 8), depending on home address and academic program.
Catchment Area:	Town of Oromocto neighborhoods west of Miramichi Road as well as a section of Oromocto West; Rusagonis, Waasis, Lincoln (Richmond Estates area).
Homerrooms:	12
Enrolment:	260 students (low of 208 in 2011, high of 393 in 2003, in last 20 years)
Staff:	16.4 FTE (full time equivalent) teachers, 8.0 Educational Assistants, 1.0 Administrative Assistant, 0.3 Library Assistant, 2.0 Custodial Staff (contracted); teachers include resource, guidance, physical education, music and principal/vice-principal.
Building:	Constructed in 1959 as the town expanded with the arrival of CFB Gagetown. The school has been owned by the Province of New Brunswick since 1967. The school is 3268 square meters in size and is a brick/concrete structure in very good condition. There are 19 traditional classrooms, a library, a kitchen and a full gymnasium. In the past 10 years, \$1.18 million has been invested into the building as capital improvement projects, including an \$831 600 ventilation system in 2013-14.
Operational Costs:	Approximately \$64 000 per year, not including salaries.
Educational Budget:	Approximately \$40 000 per year, not including salaries or additional grants/revenue.

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.

Based on Report Card Data from Student Database "Power School"						
	November, 2017		June, 2018		November, 2018	
	Number of Students Assessed	Percentage of Students Meeting or Excelling in Requirements	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	82	67.1%	80	76.3%	82	89.1%
Reading 4	55	80.0%	81	82.7%	74	89.5%
Reading 5	Sample Size <10		84	95.2%	25	68.0%
FI Reading 3	43	97.6%	39	74.4%	43	90.7%
FI Reading 4	40	82.5%	37	70.3%	32	65.6%
FI Reading 5	36	100.0%	36	100.0%	37	86.5%
Pre IF Reading 4	21	76.2%	43	88.4%	25	100.0%
IF Reading 5	47	91.5%	47	89.4%	49	65.3%

NOTE	New Brunswick K-8 Provincial Report Cards have a specific literacy category called "Reading and Viewing"; titles above are shortened to say "Reading"
NOTE	FI students are assessed in Reading in both English and French;
NOTE	English Grade 4 students are assessed in Reading in both English and Pre-IF; English Grade 5 students are assessed in Reading in both English and IF
NOTE	November reports do not always see every student assessed in every category, including Reading and Viewing
FI =	French Immersion
IF =	Intensive French (Grade 5); Pre IF (Grade 4)

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												Percentage at or Above Grade Level	Notes	
		A-C	D-E	F	G-I	J	K	L	M	N	O	P	P+			
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
Grade 3FI	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)	
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)	
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)	
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		4	17	68.0% (P+ or higher)	One class, other in IF	
Grade 5FI	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)	

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 publicly 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.

"Our School" Data:

158 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

158 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

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.

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.
- 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 at staff meetings 2-3 times per year, with the principal recording notes.
- Goal will be reviewed once per year with the PSSC.
- Data related to the goal will be reviewed twice per year, comparing to earlier data that was made available; some data comparisons may take several years.

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.

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 requirements

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

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.

Based on Report Card Data from Student Database “Power School”						
	November, 2017		June, 2018		November, 2018	
	Number of Students / Categories Assessed	Percentage of Students Meeting or Excelling in Requirments	Number of Students / Categories Assessed	Percentage of Students Meeting or Excelling in Requirments	Number of Students / Categories Assessed	Percentage of Students Meeting or Excelling in Requirments
FI Science 3	No Science in FI-3 in November		58	97.0%	No Science in FI-3 in November	
FI Science 4	53	98.1%	135	91.9%	36	100.0%
FI Science 5	126	86.5%	132	100.0%	122	98.4%
Science 3	123	79.7%	123	84.6%	147	93.2%
Science 4	128	93.0%	176	92.6%	123	99.2%
Science 5	No Science in any IF-5 in November, 2017		164	98.2%	92	77.2%

NOTE	One student may be assessed in 1 to 4 categories; Categories include - Analyze & Explain, Plan & Perform, Society/Environment (Gr 3,4, 5) and Knowledge (Gr 4, 5)
FI =	French Immersion
IF =	Intensive French (Grade 5)

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 publicly for the first time following the May, 2019 scheduled assessment.

“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)

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.

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.
- Two grade 4 teachers will explore a pilot project where the two classes will learn science and social studies from the same teacher, based on teacher expertise (2019-2020 idea).
- 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 at staff meetings 2-3 times per year, with the principal recording notes.
- Goal will be reviewed once per year with the PSSC.
- Data related to the goal will be reviewed at end of year, comparing to earlier data that was made available; some data comparisons may take several years.

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.

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, Knowledge)
 - 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

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.

Learning Habits	Consistently	Usually	Sometimes	Rarely	Total
Interactions	127	81	31	6	245
June, 2018	52%	33%	13%	2%	100%
Interactions	140	84	34	5	263
November, 2018	53%	32%	13%	2%	100%
Responsibility	108	92	35	10	245
June, 2018	44%	38%	14%	4%	100%
Responsibility	114	104	34	11	263
November, 2018	43%	40%	13%	4%	100%

“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:

Year	2018-19		2017-18		2016-17	
Number of Students (Gr 4 and 5)	168		162		166	
	Summerhill	Canada	Summerhill	Canada	Summerhill	Canada
Students who feel accepted and valued by their peers and by others in their school; high sense of belonging	80%	81%	81%	86%	76%	86%
Students who have friends at school they can trust and who encourage them to make positive choices; positive relationships	87%	84%	81%	80%	86%	80%
Students that do not get in trouble at school for disruptive or inappropriate behaviour; positive behaviour	88%	91%	87%	91%	92%	91%
Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet; victims of moderate to severe bullying in the previous month	28%	30%	25%	28%	28%	28%
Students who feel safe at school as well as going to and from school; safe attending school	64%	65%	64%	69%	60%	69%
There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed; disciplinary climate of classroom	74%	70%	71%	76%	76%	76%

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 1/17 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?)

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 vice-principal 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 once per year with the PSSC.
- Data related to the goal will be reviewed twice per year, comparing to earlier data that was made available; some data comparisons may take several years.

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.
- A student engagement teacher committee will lead the student engagement group.
- Volunteer teachers will organize student activities.
- Whole staff responsibility with the principal overseeing the process.

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