

2014-2017

Island View School Improvement Plan



Vision Statement - To ensure all children have a safe and positive learning environment inspiring them to be lifelong learners as respectful, responsible and productive citizens.

Mission Statement:

Our mission is to create a school community centered on the following beliefs:

We can all learn.

We need a safe, respectful and challenging place to learn.

We learn best when teachers, children, parents and community work together.

We have a responsibility as partners in learning to help others in our local and global communities.

We will never stop learning.

School Profile

Island View School, located in the West Side of Saint John, is a K-5 school constructed in 1972. It serves a large geographical area that extends from Musquash to Manchester Avenue. With a student enrolment of just over 300, we are one of the larger elementary schools in School District 8. Approximately 70% of students are bused to school while the remaining 30% walk or are driven from the immediate neighborhood. Currently, the staff includes 19 teachers and 10 support staff. Throughout the nearly 40 year history of the school, it has been known for its excellence in academics, athletics and the arts.

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ENDS POLICIES 2014-2017

ENDS POLICY #1

Students at Island View School will demonstrate continuous improvement in literacy skills, striving to meet or exceed the targets set by ASD-S and the Province of New Brunswick

ENDS POLICY #2

Students at Island View School will demonstrate continuous improvement in numeracy skills, striving to meet or exceed the targets set by ASD-S and the Province of New Brunswick

ENDS POLICY #3

Island View School will work toward continuous improvement in engaging our parent and community as partners in education.

ENDS POLICY #4

All members of the Island View School Community will demonstrate continuous improvement in creating positive inclusive 21st century learning environments.

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IVS Continuing Practices

Literacy	Numeracy	Positive Inclusive Environments	PLC/Leadership/Capacity	Parent/Community Engagement
Daily 5 Literacy Structure	Monthly Math Map	Pyramid of Intervention	PLC time / Grade Level meetings	School Website
Literacy Benchmarking	District Math Lesson Plan Template	PLEWP Binder	PLC Internal Release Time	Student Clubs (leadership, green team, chess, etc..)
Reflection on Writing Maps	Math Journals	Eagle Code of Conduct	Core Leadership Team	PSSC
Writer's Workshop Model	Math Word Walls	CARE Program	Collaboration with Leads	Community Partnerships - IVSC3, Go – Go Afterschool, Kent,
Cross Curricular (eg. Math Journals, Math word walls)	Guided Math Approached Conferencing	Cultural Events	Collaborative Marking (eg. writing)	Home and School
Look For Document/Blotter	Look for Document	Student Clubs	Common Assessments (Formative and Summative)	Early Literacy Friends Program
Balanced Literacy	Investigations	Peer Helpers	Common Blocks for RTI	Pre-Kindergarten Readiness Programming
		Strings Program		PALS Partnership and Programming

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ENDS POLICY #1

Students at Island View School will demonstrate continuous improvement in literacy skills, striving to meet or exceed the targets set by ASD-S and the Province of New Brunswick

<u>SMART Goal/ Literacy</u>	<u>objective</u>	<u>Strategies</u>	<u>Timeline</u>	<u>Monitoring</u>
90% of students will meet or exceed Appropriate Achievement in reading and writing on year end literacy benchmark data (May) and available provincial assessment data (Grade 2).	IVS Teachers will use assessment data to monitor progress and plan next steps in instruction to meet the needs of students.	<p>K – 4 Classroom teachers will complete Literacy (reading and writing) Benchmark assessments three times per year (Nov, March, May). Fountas and Pinnell Kits/Provincial Standards will be used for reading assessment and Write Trait Rubric/Provincial Standards will be used for writing assessments.</p> <p>Note: Grade 5 teacher will complete literacy benchmark as above in January (End of Block 1) and June (End of Block 2).</p> <p>Teachers will reflect on benchmark data to support the identification of target intervention / enrichment groups. Data to be reviewed by teachers/teams in September, Nov, March, and May of each year.</p>	Ongoing 2014-2017	<p>Administration/Core Leadership/ESS/Teachers.</p> <p>Data collected/Analyzed -Small Group Instruction Observed</p>
		Demand writing graded collaboratively during PLC time against the provincial standards (Nov, March, May). Teams to create grade level writing banks with sample AA, SA for Nov, March and June.	Ongoing 2014-2017	data collected, analyzed, sampled collated

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	Create job embedded professional learning opportunities to enhance sharing of best practices.	School release time will be made available to staff to observe colleagues during instructional time as well as for collaborative PLC time on targeted topics identified by the Core Leadership Team.	Ongoing 2014-2017	Administration/Core Leadership Team
	IVS teachers will use data to target and respond to students requiring intervention/stretch learning support and monitor success during intervention blocks.	Grade level team to identify at minimum two common instructional blocks per week. Teams to seek opportunities for flexible groupings based on identified targeted needs for specified periods of time. Grade level teams will identify a focus for intervention groups and monitor the effectiveness of intervention (pre-test, post-test, ongoing formative assessment). EST – Resource and Literacy Coordinators to support intervention group planning and programming as part of the co-teaching model.	Ongoing 2014-2017 Ongoing 2014-2017 Ongoing 2014-2017	Administration, Teachers Weekly PLC Meetings, ESS Meetings Weekly PLC Meetings, ESS Meetings
	PLC teams to identify regular curriculum monthly focus at their respective grade levels.	Teams to identify, plan, assess and provide intervention on essential curriculum outcomes based on their current curricular focus, data and begin to experiment with setting team SMARTgoals.	2014-2017	Weekly/monthly collection of data during PLC.
	IVS teacher will review and implement ongoing best practices in literacy instruction.	CAFÉ reading strategies are being explicitly taught during guided reading and conferencing sessions with students. Teachers will seek to create strategy based groups, as appropriate, and not rely solely on level based groups. Literacy Look For documents and ASD-S Literacy Planning Blotter will be used to support daily lesson planning.	2014-2017 Year 2 (2015-2016) Ongoing 2014-2017	Administrative Walk-Throughs Administrative Walk-Throughs

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		IVS will continue to purchase books to support the development of enhanced classroom libraries with a focus on increasing the variety of levelled books.	Ongoing 2014-2017	Administration/Core Leadership Team, Teachers
	IVS teachers will implement cross-curricular instructional strategies.	<p>School to acquire additional literacy non-fiction texts and texts at varying reading levels support cross curricular literacy and Universal Design for Learning principles.</p> <p>Teachers will implement components of a balanced literacy program in YYW, Science, Social Studies to ensure all elements are included regularly. (eg. procedural writing in science, read aloud in social students, etc..)</p>	Ongoing 2014-2017	Administration/Core Leadership/Teachers

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ENDS POLICY #2

Students at Island View School will demonstrate continuous improvement in numeracy skills, striving to meet or exceed the targets set by ASD-S and the Province of New Brunswick

<u>Priorities</u>	<u>Objective</u>	<u>Strategies</u>	<u>Timeline</u>	<u>Monitoring</u>
<u>Math</u>				
90% of students will meet or exceed AA in mathematic as identified on June report cards.	To continue to develop school practices to create consistency in the use of best instructional practice.	<p>Teams will begin to use outcome specific pre and post assessments to determine student progress and plan next steps with instruction. (eg. Achievement Indicators)</p> <p>PLC Teams in Grade 4 reflect on District Benchmark Results and implement intervention plans to enhance learning in targeted areas (November and March).</p> <p>Daily 5/ Guided Math Approach in all classes with the implementation of the structure a minimum of two days per week to enhance in class small group instruction.</p> <p>School will provide professional learning in the area of inquiry based/problem solving approach using the Fosnot Math Resource.</p>	<p>Winter 2015 - 2017</p> <p>Ongoing 2014-2017</p> <p>Ongoing 2014 - 2017</p> <p>2015 – 2016 Year 2</p>	<p>PLC Minutes/Binders</p> <p>Administration/Teachers</p> <p>Administrative Walk-Throughs</p> <p>Administration/Core Leadership Team</p>
	Create job embedded professional learning opportunities to enhance sharing of best practices.	School release time will be available to staff to observe colleagues during instructional time as well as for collaborative planning time on targeted topics identified by the Core Leadership Team.	Ongoing 2014 - 2017	Admin/Core Leadership Team
	PLC teams to identify regular curriculum monthly focus at	Teams to identify, plan, assess and provide intervention on essential curriculum outcomes based on their current curricular focus, data and	2015 – 2017 Year 2/3	Admin walk through PLC Binders

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	their respective grade levels (aligned with district monthly maps) and implement common assessments.	begin to experiment with setting SMARTgoals.		
	<p>IVS teachers will use data to target and respond to students requiring intervention/stretch learning support and monitor success during intervention blocks.</p>	<p>Grade level team to identify as agreed up at PLC meetings opportunities for flexible groupings/team teaching based on an identified targeted need(s).</p> <p>When developing grade level teams intervention groups, teams will monitor the effectiveness of intervention (pre-test, post-test, ongoing formative assessment)</p> <p>EST – Resource and Numeracy to support intervention group planning and programming as part of the co-teaching model.</p>	<p>Ongoing 2014 – 2017</p> <p>Ongoing 2014-2017</p> <p>Ongoing 2014-2017</p>	<p>Administration, Core Leadership Team, Teachers</p> <p>PLC Meetings, ESS Meetings</p> <p>ESS Team</p>

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ENDS POLICY #3

Island View School will work toward continuous improvement in engaging our parent and community as partners in education.

<u>Priorities</u> <u>Parent and</u> <u>Community</u> <u>Engagement</u>	<u>Objectives</u>	<u>Strategies</u>	<u>Timeline</u>	<u>Monitoring</u>
By June 2017, IVS will provide additional opportunities each year to strengthen parent, student and community engagement at Island View School.	To increase communication between home and school as reported on parent perception surveys, specifically related to being informed about their child's progress. (10% increase over three year plan).	<p>Expand use of School connects program offering email school updates to families to include access to individual grades in addition to whole school updates and training for teachers to access.</p> <p>Provide parents with regular updates on curriculum focus and relevant class news (minimum of once per month) via class newsletter and website.</p> <p>Teachers will provide two brief progress reports to parents (academic/behavior) between reporting periods (mid October, late January).</p> <ul style="list-style-type: none"> • Create Progress Reports – 2014 - 2015 • Implement Plan 2015 – 2016 (pending input on new provincial reporting process) 	<p>Winter 2015 – 2017</p> <p>Winter 2015 – 2017</p> <p>Ongoing 2014 – 2017</p>	<p>Admin/Teachers</p> <p>Admin/Core Leadership</p> <p>Admin/Core Leadership</p>

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	<p>To increase parent engagement and support at Island View School.</p>	<p>Offer Parent/Family events with student centered activities and provide options for relevant and requested information topics for parents.</p> <p>In consultation with PSSC, develop a bank of parent/grandparent expertise and volunteer capacity to increase the involvement of parents in school activities and enrichment.</p> <p>Develop and maintain outside play area (basketball nets, provide sporting equipment, playground improvements)</p> <p>Support the coordination and encouragement of parent/grandparent participation at school during Open House through Home and School and PSSC presentations through sign up process and sharing areas requiring support.</p>	<p>Ongoing 2014 - 2017</p> <p>Ongoing 2014-2017</p> <p>2015 - 2017 (Year 2/3)</p> <p>Ongoing 2014 – 2017</p>	<p>Teachers</p> <p>PSSC/Administration</p> <p>PSSC/Home and School/Admin</p> <p>PSSC/Home and School/Admin</p>
	<p>To seek opportunities with the community to support students where addition support is needed (pre-kindergarten, literacy and enrichment).</p>	<p>Establish an IVS volunteer packet that includes all information required to volunteer and outlines areas for support.</p> <p>To enhance and foster ongoing and new partnerships in the community to support enrichment activities for students.</p> <p>Develop and expand the Early Literacy Friends program/partnership to provide support for struggling readers in grade 2.</p> <p>Develop and enhance a Transition to School program to support IVS pre-kindergarten children with access to a readiness program to support students arriving school ready in September each year.</p>	<p>2015-2017 (Year 2)</p> <p>Ongoing 2014-2017</p> <p>Ongoing 2014-2017</p> <p>Ongoing 2014-2017</p>	<p>Administration</p> <p>Administration/Core Leadership Team</p> <p>Administration/ESS Team</p> <p>Administration</p>

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ENDS POLICY #4

All members of the Island View School Community will demonstrate continuous improvement in creating positive inclusive 21st century learning environments.

Priorities	Objectives	Strategies	Timeline	Responsibility/ Monitoring Plan
To engage students in 21 st Century Learning Experiences.	To engage students in self-assessment and provide clear expectations for learning.	Use of Co-Created Rubrics and Checklists to support self-peer assessment and engage learning in progress monitoring.	Ongoing 2014 – 2017	Teachers / Administrative Walk-Throughs
		Use of visible and accessible exemplars that demonstrate appropriate and strong performance.	Ongoing 2014 – 2017	Teachers / Administrative Walk-Throughs
		Use of visible and posted “I Can” or outcome in student friendly language.	Ongoing 2014 – 2017	Teachers / Administrative Walk -Throughs
	To provide opportunities for enrichment/stretch learning and choice in learning.	Offer Enrichment Clusters	2015 – 2017 Year 2	ESS Team/Teacher/ Administration
		Establish Expert learning Opportunities for grade 3 – 5 students on a topic of interest as a learning extension of learning.		ESS/Core Leadership Team / Administration/Teachers
		To establish a Career Fair involving community partners.	2014 - 2017	ESS/Core Leadership Team/Teachers

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	To provide for ongoing integration of technology in learning	Create a developmental framework that includes scaffolding/continuum of skills from K - 5.	2015-2017 Year 2	Administration/Core Leadership/Teachers/Technology Mentors
	To create a framework to catalogue ongoing student programming, strengths and supports to facilitate effective transition planning, supports and implementation of UDL principles.	Create Individual Student Learning profiles	2015 – 2017 Year 2/3	ESS/Core Leadership/Teachers/Administration
	To seek feedback from students on school engagement and enjoyment.	Create and Administer IVS student perception survey each year, review results and respond to areas of concern and celebrate successes. Reflect and respond to TTFM student data and K – 5 Student Wellness Survey Data.	2015 – 2017 Year 2/3 Ongoing 2014 - 2017	ESS/Core Leadership/Administration Administration/Core Leadership/ESS/Teachers
Student to display consistent positive behavior and respect for diversity.	Initiatives to support a Positive Behaviour Intervention Support Plan including citizenship and anti – bullying education (decrease in % of students reporting being victims of bullying and % increase in	Train a group of students to be Peer Mentors. Training to include peer conflict resolution to support students at recess and noon hour. Implement the WITS Bullying Program at K – 5.	Ongoing 2014-2017 2015 – 2017 Year 2	Guidance ESS/Core Leadership/Administration

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	<p>students reporting feeling safe at school).</p>	<p>Implement "Bucket Fillers" programming at K – 2</p> <p>Implement "7 Habits of Highly Effective Kids" programming at grades 3 – 5</p> <p>Acquire more library books connected with principles and philosophy of inclusive practices, respect for diversity as well as titles related to First Nations culture.</p> <p>Invite Guest Speakers to speak about diversity and educate students on various exceptionalities and/or cultures.</p> <p>Review and Update School EMO plan as needed.</p> <p>Practice EMO drills yearly (fire, lockdown, evacuation)</p> <p>Train internal Non Violent Crisis Intervention team</p>	<p>Ongoing 2014-2017</p> <p>Ongoing 2014-2017</p> <p>Ongoing 2014-2017</p> <p>Ongoing 2014-2017</p> <p>Ongoing 2014-2017</p> <p>Ongoing 2014-2017</p> <p>Ongoing 2014-2017</p>	<p>Guidance</p> <p>Guidance</p> <p>Administration/Teachers/Librarian</p> <p>Administration/EST/Teachers/PSSC</p> <p>Administration/EMO Team/Teachers</p> <p>Administration/Teachers</p> <p>ESS/Administration</p>
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