

School Improvement Plan

2010-2013

(Revised Spring 2011)

“Together we learn, together we grow”

Our Vision

To develop a community of independent learners who become tolerant, respectful and capable citizens - tomorrow's



to succeed, have the tools to master the curriculum, become makers, problem-solvers, and critical thinkers.

The mission of St. John the Baptist – King Edward School is to ignite a passion for learning in our community that supports and enriches our students as they embark on a learning journey that will prepare them for the future.

- S – Support for all
- J – Journey toward the future
- B – Build connections
- K – Knowledge of Self and Others
- E – Enrich and Inspire

Curriculum

Pre-K Readiness

Goal: To increase the pre-K readiness of students entering our Kindergarten classes along with increase early registration to kindergarten.

Performance Target: To improve the EYE-DA scores of our students (and pre-readiness skills) entering Kindergarten; increase participation at Ready, Set Go to K events; increase participation in pre-school program and develop rapport with parents/families.

Focus	Strategies & Actions	Indicators of Success	Time Line	Responsibility
<p>Many of our students enter into kindergarten without appropriate K readiness skills. Thus, we want to increase their readiness for K which will in turn impact on their success in K.</p> <p>To increase/promote early registration to kindergarten; thereby, to ensure a greater turnout for pre-K (Ready, Set, Go to K) events throughout the school which assist with kindergarten readiness skills.</p>	<p>Skill development/programs for families (such as Ready Set Go! For pre-school aged children and their family) Monthly dinners with in-service programs for parents and children geared towards kindergarten readiness.</p> <p>Early Learning Centre – develop parent relations with pre-school age children families.</p> <p>Promote registration within the community through door to door campaigns, media coverage, and community partners (such as ELC).</p> <p>Children in Early Learning Centre to participate in school activities. In particular, the ELC preschool aged children will participate in the kindergarten classes to gain exposure to kindergarten. ELC staff and kindergarten teachers to collaborate in joint activities.</p> <p>Promote preschool program at our monthly events, calling parents, website announcements, etc.</p>	<p>The majority of K students will be registered in the fall and participate in programs.</p> <p>The pre-K readiness skills will increase as measured by the EYE-DA results and baseline assessments in September.</p> <p>Students with needs will be identified prior to starting K by Early Intervention, Pres-school teachers, K teachers, etc.</p> <p>Students involved with the ELC daycare entering Kindergarten will have a seamless transition into K as indicated by their behavior (as tracked by classroom teacher/win school data), baseline assessments (September), and overall success in K.</p>	<p>Year 1, 75% of pre-K families will partake in the Ready, Set; Go to K program and the preschool program! In year 2, 80% of the families will participate and by year 3, 85% of our pre-K families will participate.</p> <p>Year 1, the ELC children will participate in school events and by the end of the school year (May/June) start to go to K classrooms. By year 2, the ELC staff and K teachers will collectively create a schedule to allow for frequent collaboration.</p>	<ul style="list-style-type: none"> • Classroom teachers • Teachers • ELC staff (Early Learning Centre) • Administration • T.A • Community coordinator • Students • Parents • Volunteers

Curriculum Delivery

Literacy

Goal: Literacy; to improve our students' skills and proficiency in the area of reading/comprehension and writing.

Performance target: Improve the number of students meeting appropriate writing standards on provincial assessments, common benchmarks, and individual student information cards on data wall.

<i>Focus</i>	<i>Strategies & Actions</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>
Improve reading	Teachers refine and continue		Year One: introduction	

<p>and writing skills of all students</p>	<p>to engage in 6+1 Writing Traits programming already implemented in their classrooms</p> <p>Common Literacy Block delivery of an outcome-based hour of activities focused on student needs for improvement in specific trait areas, i.e. writing conventions (spelling, punctuation, etc)</p> <p>Cross-curricular writing</p> <p>Developing student friendly writing targets</p> <p>Baseline assessments for all students in reading and writing</p> <p>Developing common reading and writing assessments</p> <p>Development of student writing portfolios</p> <p>Parent Night to focus on writing & reading</p> <p>Library/author programs</p> <p>Full implementation of Daily Five in all classrooms with mini lessons targeting areas of weakness in reading and</p>	<ul style="list-style-type: none"> • K-8 Data Wall, featuring individual student placement cards. • Movement of cards on board show increase in student reading levels (running records) • Students pieces of writing show progress through the school year (as shown in portfolio) and in increasing number of appropriate scores on the six writing traits on Data Wall. • Increase in provincial and district assessment results by 5% each year. • An increased appreciation for the purpose of writing as evidenced through increased attendance and 	<p>of 6+1 Writing Traits; development of student friendly writing traits; and outcome-based activities.</p> <p>Year Two: all teachers are providing baseline assessments on their students' writing; developing and providing common assessments throughout the school year, and charting progress visually on data wall.</p> <p>Year Three: refinement and documentation of all processes; collection of additional data to better drive intervention process; further development of student writing portfolios through increased involvement of students in the process.</p>	<ul style="list-style-type: none"> • Classroom teachers • Resource teacher • Administration • T.A.'s • Teacher lead • Curriculum team • Students • Parents • volunteers
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	<p>writing.</p> <p>Increased daily reading time (ie. 90 minutes at middle school level)</p> <p>Increased focus at all levels on the comprehension component of the reading process.</p> <p>Requirement that students make acceptable scores in the area of reading comprehension before they proceed to further reading levels</p>	<p>participation in school-based Literacy events.</p>		
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Curriculum Delivery
Numeracy

Goal: Numeracy; to improve the basic skills of all our K-8 students.

Performance Target: By the year end, improve students' level of proficiency in numeracy.

<i>Focus</i>	<i>Strategies & Actions</i>	<i>Indicators of Success</i>	<i>Data collected to support success</i>	<i>Time Line</i>	<i>Responsibility</i>
			<ul style="list-style-type: none"> • Baseline 		

<p>Basic Skills</p>	<p>Identify the key learning targets through K-8</p> <p>Revise and update baseline assessments</p> <p>Base line assessments completed by all grade levels, three times annually (September, January, June)</p> <p>Develop common assessments by grade</p> <p>Develop multi-age groupings/ activities for grades K-4</p> <p>Family Numeracy Night - allow parents to learn math expectations as they interact with their child.</p> <p>K-8 classes -- Math journals completed 3 times a week, focusing on constructive response</p>	<p>Increase in student engagement</p> <p>Improvement on common assessments</p> <p>Increase results on provincial assessments by 5% each year. (gr. 3, 5 & 8)</p> <p>Increase results on district assessments by 5% each year. (gr. 3, 5 & 8)</p> <p>Improvements on baseline assessments.</p>	<p>assessments (SMART Responders assessments)</p> <ul style="list-style-type: none"> • Common assessment results • Math data/portfolio • journals 	<p>By the end of year one, we will have identified the key learning targets for K-8; developed some common assessment tools; and implement multi-age activities.</p> <p>In year two, we will continue to develop our common assessments. These practices will be on-going.</p>	<ul style="list-style-type: none"> • Classroom teachers • Resource teacher • Administration • T.A's • Students • Parents • Teacher math lead • Math mentors
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	questions.				
Improve Math Provincial Assessment Results	<p>Identify students who are not meeting the curricular outcomes/targets (Math data wall)</p> <p>Ensure a plan of intervention is in place for students not meeting with success.</p> <p>Intervention for grades 5-8 students not succeeding from 3-4pm each day. (Homework Club)</p> <p>Math volunteers/mentors to help Grades 5-8 intervention/enrichment period</p>	<p>In year 1, 60% of the students will be meeting the appropriate math level on the assessments given in gr. 3, 5 and 8.</p> <ul style="list-style-type: none"> • Year 2 – 65% • Year 3 – 70% 		ongoing	<ul style="list-style-type: none"> • Classroom teachers • Resource teacher • Administration • T.A.'s • Students • Parents • Teacher Math lead • Math mentors

Community Connections

Goal: Increase involvement of parents as well as continue to develop positive community relations.

Performance Target: By the end of the three year period.

<i>Focus</i>	<i>Strategies & Actions</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>
Increase parental	Skill development/programs for families (such as Ready	Increase # of parent volunteers	Year 1: two successful parent learning nights (one math and one	<ul style="list-style-type: none"> • Classroom teachers • teachers • Administration

<p>involvement</p>	<p>Set Go! For pre-school aged children and their family)</p> <p>Learning Evenings for families with a focus on Numeracy and Literacy</p> <p>Early Learning Centre – develop parent relations with pre-school age children families.</p> <p>School webpage and school connects to inform parents.</p>	<p>Increase turnout at Parent teacher night and other school events</p> <p>Surveys reflect parents' satisfaction (perception surveys)</p> <p>Increase in student attendance and a decrease in tardiness</p> <p>Increase in student learning</p>	<p>literacy)</p> <p>By the end of year 3, there will be quarterly learning nights for parents</p>	<ul style="list-style-type: none"> • Teaching Assistants • Community coordinator • Students • Parents • Volunteers
<p>Maintain and develop our involvement with community partners and get students actively engaged in their community.</p>	<p>Volunteers & mentors in the school</p> <p>Students volunteering in the community (i.e. Turnbull Home)</p> <p>Open communication with community (via Community Coordinator)</p> <p>Using the school website to include school and community events. (Community Groups have the opportunity to post information on our site)</p> <p>Events/services open to the community (i.e. community kitchen, dinners, etc)</p>	<p>Number of volunteers within the building and variety of services provided by volunteers.</p> <p>Community attendance at events.</p> <p>Feedback (from surveys) indicates good relations between the school and community.</p>	<p>Year 1: complete school website, increase the number of volunteers by 10%, increase community partnerships, and have students participate in community activities</p> <p>By the end of year 3, a group of community student leaders (community ambassadors) to work on various community projects to promote citizenship.</p>	<ul style="list-style-type: none"> • Classroom teachers • Teachers • T.A. • Administration • Community coordinator • Students • Parents • Volunteers • Community Police • Community Members



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Positive Learning Environment Plan

Our Code of Conduct

We support and maintain a secure, positive, non-discriminatory learning place in which the rights of both the individual and the entire community are respected and within which both personal and communal responsibility are fostered and maintained.

All Students have the right to:

- Enjoy a positive environment that supports learning
- Feel safe and secure while they learn
- Be treated with fairness, dignity and respect

All Students are expected to:

- Treat everyone with fairness, dignity and respect
- Respect the rights of everyone to learn
- Be courteous, cooperative and friendly to everyone
- Respect school property and the environment
- Be honest
- Do their personal best
- Take responsibility for their actions and accept the consequences for their behavior

In support of our Student rights and responsibilities, it is expected that Staff will:

- Support the above rights and expectations
- Accept responsibility for all students
- As needed, reinforce and clarify school expectations, consequences, rights and responsibilities
- Model appropriate behaviors

In support of our Students rights and responsibilities, it is expected that Parents will:

- Support the school's effort to educate and maintain a positive learning place
- Ensure students understand school expectations

Basic School Rules

- Students play and move around the school safely at all times, keeping hands, feet and objects to themselves.
- Students care for their own belongings and respect the property of others and the school.
- Students are kind, respectful, and courteous.
- Students talk to each other and try to resolve problems in a fair, sensible and calm manner.
- Students care for their environment.
- Students treat each fairly regardless of gender, race, or ability.

Consequences:

Students are expected to understand and follow school and classroom rules. Inappropriate behavior results in a logical consequence, which may include:-

- Discussion of action followed by a warning/rule reminder.
- Referral to guidance.
- Verbal and/or written apology.
- Withdrawal from an activity and/or privileges.
- Time-out
- Alternate location within the school - -buddy room
- School community service.
- Making good any damage or mess.
- Completing or repeating set task to an appropriate standard.
- Referral to Principal/ Vice Principal.
- Parent Contact and/or meeting with parent(s).
- Behavior agreements/contracts.
- Referral

These measures will be used with discretion depending on the nature of the misdemeanor.

Serious and continued breaches of Student Code of Conduct/School Rules and Positive Learning Environment Policy (Policy 703) may result in suspension as per District and Provincial policies.

Positive Learning Environment

Goal: To decrease the rate of discipline problems by encouraging a positive learning environment.

Target: Over the three year period, to show a decline in the number of discipline referrals by promoting a community of respect and student accountability.

Focus	Strategies & Actions	Indicators of Success	Time Line	Responsibility
A Community of Respect	<p>Community time in the class – teachers and students conference as a group to develop a community in their classroom.</p> <p><i>Positive recognition (i.e. Bucket Fillers)</i> – students are recognized for their good behavior/choices.</p> <p>Pyramid of Interventions – to provide interventions for students struggling with behavior.</p> <p>Community partners to develop positive behaviors (i.e. TRC in the middle school, community police officer, tutoring program, mentors, etc).</p> <p>Buddy system within the grade systems – having middle school students work with the lower grades.</p> <p>Creation of student community leaders to develop citizenship and leadership skills within.</p>	<p>Decrease in student behavior (as per win school data)</p> <p>Increase in student learning (data collected from common and provincial assessments)</p> <p>Positive feedback on perception surveys (as reported by parents and students).</p> <p>Every student participates in at least on enrichment activity throughout the school year.</p>	<p>Year 1 – creation of student community leaders, buddy system established between classes, increase in # of mentors for at-risk students (10% increase), increase student participation in enrichment activities (50% of school population participating) pyramid of intervention in place and staff in-serviced on the pyramid.</p> <p>By year 3, 90% of our students will be participating in an enrichment activity during the school year; to have 20 student community leaders actively involved in their school and community.,</p>	<ul style="list-style-type: none"> • Classroom teachers • Resource • Administration • Community coordinator • Students • Parents • Volunteers • Community police • Boys and Girls Club • Early learning Centre

Promotion/support of positive learning environment through programming/information sessions. (*Put Bullies to Bed Day, Super Flex (social skills), Buddy system, etc.*)

After school enrichment activities to promote and foster positive behavior (in collaboration with Boys' and Girls' Club & Early Learning Centre)