

# Brown's Flat School School Improvement Plan 2014 - 2017

## Overview

**Purpose:** Our school improvement plan is our academic plan for creating and maintaining a positive and growing learning community, both for students and staff.

**Mission Statement of School:**

The **Vision** of Brown's Flat School is to provide all students with the tools to become responsible lifelong learners, in the global community.

Our **Mission:** At Brown's Flat School we believe in our students. We are a harmony; working together as a team we provide the tools and environment for all students to believe in themselves, to strive for success and to achieve their full potential.

**Motto:** "Believe, Achieve, Succeed"

**Belief in the role of students:** Each student has the responsibility to do his/her "job" at school. The students are to ensure that they are actively involved in the responsibility of their learning (assignments, behavior, homework, preparation, attitude, persistence, etc)

**Belief in the role of parents/community:** To work in partnership with the school in pursuing initiatives which will be beneficial to students. To emphasize respect and good citizenship with their children. To maintain open and positive communication with all school personnel. To support their children learning at home and becoming life-long learners.

**Belief in the role of educators:** To foster a positive learning environment that is inclusive and meets the needs of all students

**Process of Developing the School Improvement Plan:** The SIP is a result of the collaboration between teachers and parents. The process involves identifying our vision for the school and creating SMART goals in the areas of Math, Literacy and the Positive Learning Environment.

**Process of Monitoring the School Improvement Plan:** The SIP is a living document which requires it to be monitored frequently and at least annually on a more formal basis. The SIP is a standing item on all staff meeting and PSSC agendas. This will ensure that it informs our decisions about PD, direction, special events, etc. It also allows for input on changes that may be required. A more formal annual review will be provided to both the PSSC and staff to identify objectives accomplished as well as those not achieved.

**Formal Documents referred to in determining plan:**

Classroom benchmarks

Provincial assessment results

District assessment results

ASSD – District Improvement Plan

NB3-21C: Creating a 21<sup>st</sup> Century Learning Model of Public Education

TTFM Survey Results

# Brown's Flat School School Improvement Plan 2014-2017

## GOAL: To Improve Students' Literacy and Math Abilities

SMART Goal	STRATEGIES	LEAD RESPONSIBILITY	TIMELINE	SUCCESS INDICATORS
<p>The percentage of grade 2 students who reach appropriate or above average on the year-end provincial reading assessment will be 65% by the end of 2014, 70% by the end of 2015, 75% by the end of 2016 and 80% by the end of 2017</p> <p>The percentage of students who reach appropriate or above average on the year-end reading benchmark will be 70% by the end of 2014, 75% by the end of 2015, 80% by the end of 2016 and 85% by the end of 2017</p> <p>The percentage of students who reach appropriate or above average on the year-end</p>	<p>Purchase more non-fiction and fiction books to build up Literacy Library</p> <p>Provide students with a nightly reading log</p> <p>Provide students who score below appropriate on reading benchmarks with at-home, levelled reading packages</p> <p>Provide daily precision reading sessions for students who score below appropriate on reading benchmarks</p> <p>K-4 will complete a baseline writing and reading assessment in September; Grade 5 IF in February</p>	<p>Principal</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers Educational Assistants EST-Resource and Literacy</p> <p>Classroom Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As needed throughout school years</p> <p>As needed throughout school years</p> <p>2014 - 2017</p>	<p>Increase in reading achievement results on grade 2 provincial assessment</p> <p>Student work as well as class benchmark data will indicate improvement in reading and writing</p> <p>Progress Monitoring Tracking Form provided by district literacy lead</p>

<p>writing benchmark will be 60% by the end of 2014, 65% by the end of 2015, 70% by the end of 2016 and 75% by the end of 2017</p>	<p>K-4 benchmarks will be done in November, February and May; Grade 5 benchmarks will be done in February and May</p> <p>Continue to use the Daily Five during Language Arts instruction</p> <p>Focus on all six writing traits, concentrating on Conventions and Stentence Structure</p> <p>Make Conventions a school wide focus</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>2014 – 2017</p> <p>Ongoing throughout school years</p> <p>Ongoing throughout school years</p> <p>Ongoing throughout school years</p>	
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<b>SMART Goal</b>	<b>STRATEGIES</b>	<b>LEAD RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SUCCESS INDICATORS</b>
<p>The percentage of grade 3 students who reach appropriate or above average on division summative assessments will be 60% by the end of 2014, 70% by the end of 2015, 75% by the end of 2016 and 80% by the end of 2017</p> <p>The percentage of grade 3 students who reach appropriate or above average on 3-D summative assessments will be 60% by the end of 2014 and 70% by the end of 2015, 75% by the end of 2016 and 80% by the end of 2017</p> <p>Percentage of grade 5 students who reach appropriate or above average on division summative assessments will be 70% by the end of 2014 and 75% by the end of 2015, 80% by the end of 2016 and</p>	<p>Meet with District Math Mentor on a regular basis during PLC</p> <p>Invite Math Mentor into the classroom to model lessons</p> <p>Organize a math night to help teach parents about the math curriculum.</p> <p>Continue to use data to determine what areas are weaker than others in order to focus on intervention</p> <p>Incorporate math investigations into their instruction</p> <p>Researching and developing math games</p> <p>Monthly math enrichment</p> <p>Utilize proper math terminology in daily instruction</p>	<p>K – 5 PLC</p> <p>Classroom Teachers</p> <p>Principal Classroom Teachers</p> <p>K – 5 PLC Teams Principal</p> <p>Classroom Teachers EST- Resource</p> <p>Classroom Teachers District Math Mentor</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>2014/2015 scheduled to attend meetings monthly</p> <p>2014-2015 school year</p> <p>Spring 2015</p> <p>2014-2015</p> <p>2014-2015</p> <p>2014-2015</p> <p>2014-2015</p> <p>2014-2015</p>	<p>60% - 80% of grade 3 students will demonstrate a greater understanding of daily work based on ongoing formative assessment and weekly curriculum outcome data collection (provided by the District Math Mentor)</p> <p>60% - 80% of grade 3 students will demonstrate a greater understanding of curriculum outcomes based on summative data collection</p> <p>70% - 85% of grade 5 students will demonstrate a greater understanding of daily work based on ongoing formative assessment and weekly curriculum outcome data collection (provided by the District Math Mentor)</p> <p>70% - 85% of grade 5 students will demonstrate a greater</p>

<p><b>85% by the end of 2017</b>  <b>Percentage of grade 5 students who reach appropriate or above average on 2-D and 3-D summative assessments will be 70% by the end of 2014 and 75% by the end of 2015, 80% by the end of 2016 and 85% by the end of 2017</b></p>	<p><b>Curriculum corner in monthly newsletters, updating parents on outcomes being worked on in class</b></p> <p><b>Weekly assessment based on curriculum outcome data collection sheets provided by District Math Mentor</b></p>	<p><b>Classroom Teachers Principal</b></p> <p><b>Classroom Teachers</b></p>	<p><b>2014-2015</b></p> <p><b>2014-2015</b></p>	<p><b>understanding of curriculum outcomes based on summative data collection</b></p>
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## **GOAL: Positive Learning Environment**

To create and sustain a positive learning and working environment within our school; building sustainable leadership at all levels.

**21<sup>st</sup> Century Learning Goals:** Critical Thinking and Problem Solving ~ Collaboration ~ Communication ~ Personal Development and Self Awareness ~ Citizenship

<b>OBJECTIVES</b>	<b>STRATEGIES</b>	<b>LEAD RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SUCCESS INDICATORS</b>
<b>Maintain a healthy and safe school by providing a safe and orderly environment</b>	<b>Develop a Behaviour Code with all students, staff and PSSC.</b>	<b>Principal Teachers</b>	<b>2014</b>	<b>Students choose to live by the code, participate in Live by The Code ballots/positive reinforcement. Teachers frame all behavior around the code. "Is this a good example of Being Kind?"</b>
	<b>Student –led clubs and activities.</b>	<b>Students Principal Teachers EA's Custodian Admin Assistant</b>	<b>2014 - 2017</b>	<b>Students choose to organize, facilitate, and access peer-to-peer learning during recess and lunch. Majority of students involved. TTFM results indicate high involvement in activities and choice of different activities.</b>
	<b>Behaviour tracking data, via WinnSchool to identify and address areas of concern.</b>	<b>Principal Teachers</b>	<b>2014-2017</b>	<b>Discipline incidents will be reduced.</b>
	<b>EMO Practices ( Fire Drill/Evacuations/ Alternate site/ Internal/External Lockdown) .</b>	<b>Principal Teachers EA's Custodian Admin Assistant</b>		<b>Students will conduct themselves in an appropriate and mannerly way during practice drills.</b>

	<p><b>Bullying Intervention</b> Students involved in teaching message through skits and presentations during assemblies</p> <p><b>Celebration of student accomplishments.</b></p>	<p><b>Principal</b> <b>Teachers</b> <b>Guidance</b></p> <p><b>Principal</b> <b>Teachers</b> <b>EA's</b> <b>Custodian</b> <b>Admin Assistant</b></p>		<p><b>Students will feel welcome and safe in our school, indicated by TTFM results.</b></p> <p><b>Students will celebrate their accomplishments and the accomplishments of others in monthly student assemblies, and pro-kindness, pay-it-forward activities.</b></p>
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