Norton Elementary School
School Improvement Plan 2023/2024

Ends Policy 1: To provide a safe, inclusive, and welcoming learning environment for students, staff, and families of Norton Elementary School. (This policy aligns with District Improvement Plan 2022/2023 Ends Policy 3 & 4)

> **Strategy 1.1:** To intentionally support students and staff in best practices in the instruction of mindfulness, social/emotional learning, self-awareness, and responsibility.

>> **Action 1.1 A:** To provide teachers with a generous supply of fiction and non-fiction books related to mindfulness, social/emotional learning, self-awareness, and responsibility.

>> **Action 1.1 B:** Principal to participate in Social/Emotional Leadership professional learning sessions available as part of the Leadership professional learning schedules.

>> **Action 1.1 C:** To provide each class one instruction period per week taught by our Guidance teacher.

> **Strategy 1.2:** To ensure that students and staff feel supported in their mental and physical health needs.

>> **Action 1.2 A:** To provide a safe space for students and staff in need of support and enlist outside agencies or resources when needed.

>> **Action 1.2 B:** To use data available from Teacher Perception surveys and Student Health and Wellness surveys (when available) to inform us about the areas in the most need of support within our school's population.

>> **Action 1.2 C:** To provide workshops and support groups for students with our Guidance teacher, such as the "Kindness Crew".

Ends Policy 2: To maintain and build on current best practices in the teaching of Literacy and Numeracy in K-5.

> **Strategy 2.1:** To enable all Language Arts teachers to become familiar with the Building Blocks of Reading and the Science of Reading documents provided by EECD.

>> **Action 2.1 A:** To make resources available to staff including "Shifting the Balance", "Growing Readers", and UFLI to promote growth and improvement in K-5 Literacy.

>> **Action 2.1 B:** To use the Building Blocks of Reading and the Science of Reading as the focus of K-2 and 3-5 Professional Learning Communities within our school.

>> **Action 2.1 C:** To provide classroom support and release time to classroom teachers to facilitate Early Grades Literacy Assessments (EGLA) and compile data to inform instruction as needed.

>> **Action 2.1 D:** Principal to provide leadership by attending professional learning sessions on the holistic curriculum and EGLA.

Action 2.1 E: To provide teachers with funds to purchase fiction and non-fiction books to enhance student education.

Strategy 2.2: To enable all Numeracy teachers to become familiar with the new Numeracy curriculum initiatives provided by EECD.

Action 2.2 A: To acquire some of the necessary resources to implement new Numeracy initiatives.

Action 2.2 B: To provide classroom support and release time to classroom teachers to complete numeracy screening sessions and compile data to inform instruction as needed.

Action 2.2 C: Principal to participate in Leadership Professional Learning sessions on the holistic curriculum and Numeracy.

Action 2.2 D: To provide teachers with a liberal supply of instructional materials to enhance student numeracy comprehension.

Action 2.2 E: Academic Support teacher to assist students in need of numeracy support using small skill-based groups.

Ends Policy 3: To promote teaching and learning in a variety of environments to help meet the needs of all students.

Strategy 3.1: To encourage the regular use of the outdoor classroom space available on school property.

Action 3.1 A: To provide teachers with a liberal supply of outdoor instructional materials to make outdoor learning more accessible and engaging.

Action 3.1 B: To utilize district, community, and EECD resources that support outdoor learning.

Action 3.1 C: To use resources from the GAIA project in order to become a "greener" school.

Strategy 3.2: To encourage the regular use of Resource areas within the school.

Action 3.2 A: To create small skill-based groups, and have the Academic Support teacher, Resource team, and classroom teachers collaborate on learning plans for students in need of academic support.