

Rothesay Elementary School



School Improvement Plan 2017-2018

Updated February 2017

Rothsay Elementary School Improvement Plan

Goal: To demonstrate continuous progress toward provincial targets in literacy and numeracy.

SMART Goal: By June 2018, RES students will increase the overall mean score on the math screener assessment tool from 74% to 80% (changed percentage as a result of two years of data) highlighted red means new strategy

| Strategies | Indicators of Success (Monitoring Process) | Timeframe | | Responsibility | Progress |
|--|--|------------|-------------------------|---|---|
| | | Start | End | | |
| 1. Teachers will make mental math strategies discussion a priority once a month in PLC discussion. | <ul style="list-style-type: none"> Administration will have PLC minutes from weekly minutes that reveal mental math was discussed once per month | On going | On going | Administration and teachers | PLC minutes reflect that PLC teams are discussing math strategies at least once per month |
| 2. Create a data base of formative assessment options for math that teachers can access | <ul style="list-style-type: none"> Data base will be created, made available and easily accessible to teachers on share drive. | March 2017 | On going | Administrators, math lead and Math Subject area coordinator | |
| 3. Develop a system to track ongoing uses of the different types of formative assessment to ensure every teacher is using formative assessment in math instruction and assessment practices. | <ul style="list-style-type: none"> Tracking system will be created and discussed with teachers | March 2017 | June 2017 | Math lead, Core leadership team, and administration | |
| | <ul style="list-style-type: none"> Teachers will begin tracking their formative assessment practices monthly on their formative assessment learning scale as well as the new tracking system indicating what type of formative assessment was used. | Sept 2017 | Monthly until June 2018 | All teachers of Math with help from math lead | |
| | <ul style="list-style-type: none"> Administration will check the tracking tool monthly to provide feedback to teachers | Sept 2017 | Monthly until June 2018 | Administration | |

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Goal: To develop teacher capacity and knowledge with respect to stretch learning instruction.

SMART Goal: By June 2018, all classrooms will have completed a form of stretch learning. Examples of such learning would be one of either project or problem based learning involving whole class, individuals or small groups

| Strategies | Indicators of Success (Monitoring Process) | Timeframe | | Responsibility | Progress |
|--|---|-----------|-----------|---|----------|
| | | Start | End | | |
| <p>1. Teachers will dedicate one PLC meeting a month to plan, create discuss or review progress of the stretch learning choice</p> <p>2. Create a folder on the staff share drive where teachers can share their stretch learning activities for accountability and sharing purposes</p> | <ul style="list-style-type: none"> Minutes from PLCs will reveal that teachers have discussed, planned and used a stretch learning activity in their classrooms | Jan. 2017 | June 2018 | All classroom teachers and admin to check share drive | |
| | | Jan. 2017 | June 2018 | | |
| | <ul style="list-style-type: none"> Folder on staff share drive will be created There will be evidence on the share drive of examples of stretch learning activities from each grade level | | | | |

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Goal: To demonstrate continuous progress toward provincial targets in literacy by teaching students to monitor their own academic growth in order to effectively communicate their learning.

SMART Goal: By June 2018 80% of students will be able to use a rubric/checklist to self-assess their writing using co-constructed criteria.

| Strategies | Indicators of Success (Monitoring Process) | Timeframe | | Responsibility | Progress |
|--|---|-------------|-----------|---|----------|
| | | Start | End | | |
| <ul style="list-style-type: none"> Examples of strategies will be given to staff in order to teach children to be able to use the tools necessary for self-assessing their own writing. | <ul style="list-style-type: none"> All teachers will use examples of different levels of writing (4, 3, 2, 1) to discuss components of writing with their students at least once. Students will help to decide what level the writing is at and why. At each reporting period, in March and June each grade level will choose one writing piece at each new reporting level (1, 2, 3, 4) to add to the writing exemplars found in the literacy book room. This will be a shared resource for all teachers to use. It will house a variety of writing exemplars at every level that can be used by teachers and students to co construct criteria. It will also be used by students to help practice evaluating a variety of writing pieces. | March. 2017 | June 2017 | All teachers of literacy | |
| | | March 2017 | June 2018 | Administration and PLCs PLCs and literacy lead | |