



Hampton Elementary School
School Improvement Plan

Working Document

Context:

Hampton Elementary School provides an education to approximately 254 students in Grade 3 through Grade 5. Hampton Elementary is fortunate to offer both English Prime and French Immersion programming and host a very active HALL Preschool Program as well as a GO GO Gymrichment After School Program.

We value our strategic community partnerships with the art community, Independent Grocery, Kredls, local groups (Town of Hampton, John Peters Humphrey Association) etc. We continue to collaborate with Dr. A. T Leatherbarrow and Hampton Middle School as well as key players in the Hampton community such as the John Peters Humphrey Society and the Hampton River Runners.

Through community funding, Hampton Elementary offers a school wide nonjudgmental breakfast program which is offered in each classroom in order to eliminate barriers to food and also ensure every child has the nutrition they need to have a successful school day. This includes fresh fruit (apples and bananas) offered to classrooms each week through donations from Hampton Independent Grocery.

As a school community, we value an inclusive environment where all students are appreciated and welcomed for the strengths they bring to school. We believe all students can be successful by providing a safe, supportive environment that encourages students to take personal risks in their learning.

Based on Provincial and District Assessment Results, our students are meeting or exceeding Provincial averages. Our results from Internal Benchmark Assessments indicate that most of our students are meeting or exceeding reading expectations.

The Vision of Hampton Elementary School is to

Help and believe in

Each student so that they can achieve their highest potential in a

Safe, supportive, inclusive environment.

The staff identified the need for a statement of beliefs that guides our interaction and teaching practices. The following acronym was created for;

The Mission of Hampton Elementary is to

Be safe, supportive and inclusive

Encourage student success

Lead with a “Can Do” attitude

Invest in school pride

Engage students in personal challenges

Value risk taking and confidence

Expect students to succeed

School Improvement Plan Goal Overview

1. Using a [balanced literacy](#) approach to develop and improve instructional practices, assessment and intervention for Literacy so that 80% of our students are meeting or surpassing learning goals based on the provincial reporting standards
2. To use research based instructional practices, assessment and intervention for Numeracy so that 80% of our students are meeting or surpassing learning goals based on the provincial reporting standards
3. Family Engagement: Enhance regular communication **with** parents
4. Strengthen areas of school climate by concentration on staff and students working, learning and playing in a safe, positive, healthy environment
5. To provide families and staff learning opportunities about mental health and provide students with mental fitness understanding

SUMMARY DATA FOR SCHOOL IMPROVEMENT PLAN FOR HAMPTON ELEMENTARY SCHOOL

Literacy

Goal #1: School-wide employment of a balanced literacy block: 100% of classroom teachers will employ and routinely monitor a balanced approach to literacy

Goal #1: Reading: By June 2019, 90% of students in grades 3-5 will score “meeting or excelling in learning goals” in reading on the elementary report card in the second and third term. This goal will measure students on PLP (Mod/Ind) in accordance with their individual goal.

ENGLISH LANGUAGE ARTS: Reading and Viewing			
Grade	Baseline	2 nd Rpt	3 rd Rpt
3		75.86%	
4		74.07%	
5		96.15%	
Total		85.19%	

FI Language: Reading and Viewing			
Grade	Baseline	2 nd Rpt	3 rd Rpt
3		77.97%	
4		78%	
5		90.38%	
Total		82%	

****Not including Gr 3FI ELA, or Gr 4FI ELA, or Gr 5 IF**

Goal #1: Writing: By June 2019, 90% of students in grades 3-5 will score “meeting or excelling in learning goals” in writing on the elementary report card in the second and third term. This goal will measure students on PLP (Mod/Ind) in accordance with their individual goal.

ENGLISH LANGUAGE ARTS: Writing and Representing			
Grade	Baseline	2 nd Rpt	3 rd Rpt
3		41.38%	
4		58.44%	
5		N/A	
Total		54%	

FI Language: Writing and Representing			
Grade	Baseline	2 nd Rpt	3 rd Rpt
3		86.44%	
4		62%	
5		88.46%	
Total		79.5%	

****Not including Gr 3FI ELA or Gr 5FI/ IF**

Numeracy

Goal #2 Number Sense: By June 2019, 80% of students in grades 3-5 will score “meeting or excelling in learning goals” in Number Strand on the second and third report card.

Number									
	Nov 17	Mar 18							
3	85.4%								
4	90.9%								
5	85.2%								
Total	87.95%								

Positive Learning Environment

Goal #3 Family Engagement: by April 2019 80% of parents will attend parent-teacher/student led events consistently

Grade	2016-17			2017-18			2018-19	
	Aug	Nov	Mar	Aug	Nov*	Mar	Nov	Mar
3	76	89	90	87	96	94		
4	61	72	75	74	93	78		
5	73	91	72	71	80	69		
School	70	89	79	78	89.5	80		

*New report card introduced in Nov. 2017

Goal #4 Student Motivation/Engagement: By June 2019, 70% of students completing the TTFM survey will report **Increased Mental Fitness specifically, Building Student Autonomy (freedom to make choices)**

TTFM 2016: In the measures of Intellectual Engagement 85% of students in area of Interest & motivation (75% Canadian norm)

Student Wellness Data 2016-2017: in the measure of Social Emotional Development, 50% in area of autonomy (54% NB norm)

DETAILED ACTION PLAN FOR 2015-2018 SCHOOL IMPROVEMENT PLAN FOR HAMPTON ELEMENTARY SCHOOL

DIP: Ends Policy 1 To demonstrate continuous progress toward provincial targets in literacy numeracy and science (English/FI)

Provincial Targets: 90% of the students, in their program of study, will achieve the expected level of language, mathematical and scientific literacies on provincial assessments.

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIME	RESPONSIBILITY
1. Using a balanced literacy approach to develop and improve instructional practices, assessment and intervention for Literacy so that 90% of our students receive AA and above based on the provincial reading and writing standards Grade 3 Grade 4 Grade 5	All teachers are encouraged to use the Daily 5/Café approach to literacy instruction including Guided Reading, close reading and precision reading.	Gr 3 students participate in reading, either independently, on raz kids or with peers daily. Gr 4 & 5 do independently or on Raz kids. 100% of teachers will use small group instruction including Guided Reading - Guided reading with each child within 2 week cycle.	2015-present	All classroom teachers & support staff
	PLCs focus on writing and using our provincial grade level rubrics to assess and compare samples. Use of Portal samples to support this strategy.	Teachers and students will be able to identify examples of appropriate and strong achievement.	2015-present	Grade level PLCS
	Three times yearly all students will complete a demand piece of writing. Teachers will mark writing together in PLCS and these benchmarks will form instruction.	3 times a year, PLC grades a selection of writing samples	2015-present	All classroom teachers & support staff
	Creation of SMART Goals based on data from November, March and May Literacy Benchmarks	More students reaching appropriate for specified SMART goals in reading and writing	2015-present	All classroom teachers & support staff
	During literacy instruction model the 6 traits of writing , focusing on the specific traits 2016-2017 - Conventions 2015/16 - Conventions and Sentence Structure 2014/15 - Organization and Paragraphing	Lessons on the traits from Writing fix. Use of books from school graded collection. Student self-evaluation. ("1 Good, 1 To Grow") Co-constructing criteria of good writing!	2015-present	Classroom teachers
	Use student generated exemplars in classes to help students understand what an acceptable piece of writing is.	Student generated exemplars are used in classes	2015-present	Teachers
	Data Wall to include reading levels of all students at HES. *French Immersion wall will be updated after first report card	English & French Data wall displayed in staff room and on staff shared portal	2015-2018	Nancy & Sarah
	WAH WAH – Writing at home	Students will complete WAH WAH entries independently	2015-2018	Gr 3 FI Teachers

Ongoing Programs: Writers in the School Program, Recognition of Stellar Students, Word of the Week,

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GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIME	RESPONSIBILITY
2. To use research based instructional practices, assessment and intervention for Numeracy so that 90% of our students receive AA or above on the provincial and District Math assessments Grade 3 Grade 4 Grade 5	Professional Learning Communities to use information from common assessments to implement remediation, interventions and enrichment activities.	Increase in % of students meeting curriculum outcomes	3 times per year	Teachers
	Explore Stretch Learning Opportunities	PLC will plan and implement the use of at least one stretch learning activity per outcome in their respective grade level curriculum	May 2016	Teachers
	Develop Common Math understanding to use among staff and students to enable students to explain in Math language how they solved a problem.	Teaching and staff talking about math goals	Biweekly in PLC	Numeracy Grade level PLC
	Develop common assessments that focus on questions that relate to Number/Problem-Solving at all grades	Increase in % of students meeting District Benchmark due to comfort with types of questions being asked	Biweekly PLC	Grade level PLC
	Develop updated videos of math strategies commonly used in classrooms to post on the Website *links to YouTube using Open Number Line	Update videos developed and posted to HES webpage	Ongoing	Julie Stewart to train students
	Ensure that every teacher has knowledge/training of how to do Guided Math (and be offered opportunities to observe peer to peer teaching) and that 100% of classes have some form of Guided Math instruction	100% of homeroom classes will have <u>guided math instruction occurring weekly</u> as evidenced by admin walkthrough data that will support every classroom is providing guided math instruction weekly	2015-2016	Admin, teachers, and support from Math Mentor
	Math Journals	Students will communicate their understanding of Math concepts in an ongoing journal	2016-2017	Numeracy teachers

Previously completed: Guided Math Book study, School-wide common strategies given to students in agendas,

DIP: Ends Policy**To strengthen engagement of families and foster community partnerships**

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIME	RESPONSIBILITY
3. Enhance regular communication with parents • Monthly class newsletter stating curriculum outcome overview in student/parent friendly language. • 70% of teachers will have a class website	Update the lobby television with pictures and captions.	Powerpoint is updated weekly	2015-2018	Office staff and Admin staff
	New Website/Synrevoice	COMPLETED	October 2015	Office staff
	Newsletter – specific link. (by email and website)	COMPLETED		
	In-Service from District Tech Mentors	Ongoing	2015-2018	
	Evening Transition Meeting for parents of grade 2 students will be held in the spring	Ongoing	May annually	Admin, Grade 3 teachers
	HES June Newsletter sent home to all grade 2 students.	Families receive information about the school and increase welcome	June 1 st Annually	Admin
	The School Improvement plan will be sent home in user friendly language for all Students at HES including hyperlinks	-Updated quarterly on website -link provided in September Newsletter	Sept. January, March, June	Admin, office staff
	Meet the teacher Social held prior to the first day of school and children bring school supplies	Anxiety reduction for students	August	
	Book study “The Whole Brain Child” to include parents	Extra copies purchased and parents sharing their experience	2015-2016	Admin
Parent Power Night implemented to support delivery of professional learning to parents based on feedback from our PSSC		Annually April	Admin & PSSC	

Ongoing Partnerships:

Kredls – once per year whole School Presentation & Fruit/Veggie trays.

Independent – Apples and Bananas provided to school once per week for breakfast program; Fruit/Veggie trays ordered for whole school once per year

DIP: Ends Policy**To provide positive, safe, and inclusive learning and working environments for children, youth and staff**

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIME	RESPONSIBILITY
4. Strengthen areas of school climate by concentration on staff and students working, learning and playing in a safe, positive, healthy environment	Guidance Corner (information about positive school climate, good mental health, healthy and positive parenting) will be in the monthly school newsletter.	Ongoing	2015-2018	EST-Guidance
	Gather information from the Tell Them From Me Student Survey to assist with program planning in the area of school climate.	Staff will discuss strategies to support increasing children's feelings of belonging and safety within the school	2015-2018	Admin, Teachers, PSSC
	Noontime Clubs and Intramurals	Staff members provide opportunities for clubs at least once throughout the year	2015-2018	Teachers
	Skill Streaming (Skills and Routines are defined, modeled and practiced for each month in the classroom).	Monthly review. Classrooms sign and provide completed skills to office.	2015-2018	Teachers
	PD on Mental Health Issues and Children	Staff will have the opportunity to attend workshops after school hours sponsored by the District Psychologist Team	2015-2018	Teachers
	Updated Pyramid of intervention	Updated annually as part of the SIP process	2015-2018	Admin, Staff
	Apply for grant and resources (Healthy Learning Grant, Phys. Ed Wellness Grant, WITS grant etc)	Staff will apply for at least 3 grants/resources on an annual basis	2015-2018	Admin, Teachers
	Morning Open Gym Fitness Tues, Weds. Thurs	Students will attend and indicate opportunities to be physically active Contributes to 30-60 minutes of fit and healthy kids while at school	2015-2018	Phys Ed.
Breakfast Program in the Classroom *Addition of Fruit (Jan. 2015)	Students will have access to food in the mornings in a nonjudgmental and inclusive classroom environment (breakfast bins)	2015-2018	Admin	

Previously completed: I'm Thumbody Program, WITS program, Zones of Regulation.

DIP: Ends Policy 4 To provide opportunities for staff to learn about mental health issues and to promote school and district initiatives that promote mental fitness

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIME	RESPONSIBILITY
5. To provide families and staff learning opportunities about mental health and provide students with mental fitness understanding	Mind UP curriculum delivered to classrooms through Guidance lessons	Students aware of strategies to support mindfulness Mental fitness bulletin board	Sept 2015, 2016	EST Guidance
	Mindful Moments	Mindful moments 3x per week after morning announcements	Begin January 2016	EST Guidance
	Develop a bank of MH resources for teachers including Mindful minutes, brain breaks etc on staff shared portal site	Teachers will access these resources	2015-2018	Tech mentors to support guidance
	Rainbows, Social skills, SIW targeted groups, Leaders	Track student participation in programs	Weekly at EST meetings	SIW & Admin
	Promote community events	Events posted on website	Weekly/Monthly	Admin staff and office staff

Additional Improvement Goals Under Consideration

Collaborative dialogue continues on the following goals:

Literacy

Goal: English Literacy PLC is pursuing a UDL action research study using the Literacy program Words Their Way to target basic literacy skills

Math

Goal Basic Facts: PLC's are creating a goal that address the need for student success with basic facts.

Goal Higher Level Questioning: Leadership team is creating a goal that address the need for higher level questioning

Positive Learning Environment

Goal: Increase Mental Fitness of Students specifically, Building Student Autonomy (freedom to make choices)

TTFM 2016: In the measures of Intellectual Engagement 85% of students in area of Interest & motivation (75% Canadian norm)

Student Wellness Data 2016-2017: in the measure of Social Emotional Development, 50% in area of autonomy (54% NB norm)