

ST. GEORGE ELEMENTARY SCHOOL IMPROVEMENT PLAN
2018 -2021



Resilient, Confident and Proud!

Mission Statement: Our mission is to be resilient, confident and proud learners.

Vision Statement: The SGES community aspires to foster problem solvers who are kind and independent.

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District Ends Policy 2 To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, science (English and French Immersion) and to improve learning in and application of the arts, trades and technology.

1.1 80 % OF STUDENTS K - 5 WILL ATTAIN A SCORE OF 3 OR BETTER IN READING AND VIEWING ON THEIR REPORT CARDS BY JUNE 2021

Baseline	Indicators of Success	Targeted Actions	Responsibility/Timeline	Accountability	Progress Notes
<p>Tell Them From Me Survey:</p> <ul style="list-style-type: none"> • 97% of students in this school valued school outcomes; the Canadian norm for these grades is 96%. • 86% of students in this school were interested and motivated; the Canadian norm for these grades is 87%. <p>Teacher Perception Survey:</p> <ul style="list-style-type: none"> *67% of teachers indicated they use formative assessment evidence to inform teaching in almost every lesson *73% of teachers indicated they use formative assessment evidence to inform academic interventions in almost every lesson. <p>73% of students scored 3 or better in reading and viewing on the March report card in 2018.</p>	<p>Teachers will work on gathering and interpreting data on student performance to inform decision making, including setting targets to close achievement gaps. Teachers will work on short and long term planning based on data from ongoing assessments.</p>	<ul style="list-style-type: none"> *Fontas and Pinell Reading comprehension kits (K-2) & (3-5) *As necessary, teachers will seek support of leads to develop skill with conducting running records in both FI and English. * The CAFÉ book by the Sisters (3-5) resources *Ongoing Goal Setting for students with specific Reading Strategies *Balanced Literacy Approach in all classrooms <u>First Step Forward in Guided Reading</u> by Jan Richardson resources *RAZ KIDS available in all K-5 classrooms *Focus on word work in Grades K – 5 	<ul style="list-style-type: none"> *Teachers will set classroom targets for each reporting period. Teachers will meet in Grade Level PLC meetings to discuss student progress, analyze data, and best practice strategies. * Running Records – collecting data on students who are on the bubble or below grade level and planning interventions *Academic Pyramid of Interventions & Teaching Process Map include best practices. * *Personalized Learning Plan (PLP) goals are updated regularly to reflect progress of exceptional learners. 	<p>Formal benchmark assessments completed 3 times yearly for each student.</p> <p>PLC Discussions</p> <p>Ongoing practice and formative assessment</p>	<p>60% OF SGES STUDENTS SCORED 3 OR BETTER ON READING AND WRITING IN NOVEMBER 2018</p>

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1.2 75% OF STUDENTS WILL SCORE 3 OR BETTER IN WRITING AND REPRESENTING ON THEIR REPORT CARDS BY JUNE 2021

Baseline	Indicators of Success	Targeted Actions	Responsibility/Timeline	Accountability	Progress Notes
<p>Report Card data from March 2018 indicated that 64% of students scored 3 or better in writing and representing.</p> <p>Classroom Assessment</p> <ul style="list-style-type: none"> • Running Records • K Phonological Assessment • Marked Writing (Each Month) • K-3 Sight Words • Spelling/Making Words • Formative 	<p>*Teachers will work on gathering and interpreting data on student performance to inform decision making, including setting targets to close achievement gaps.</p> <p>*Teachers will work on short and long term planning based on data from ongoing assessments.</p> <p>*Students will be engaged in their learning while taking ownership in their education.</p> <p>*Students will become more confident in self-assessing their writing.</p>	<p>*Teachers will receive PD on ways to engage students in writing.</p> <p>*Demand writing pieces will be co marked at least once each term in PLC or team meetings</p> <p>*Teachers will gather and interpret data during PLC on student performance and record.</p> <p>*Teachers will use formative assessment to guide instruction.</p> <p>*Teachers will request EST Literacy Support for writing support, as needed</p>	<p>Principal/Core Leadership team - before June 2019</p> <p>Teachers/Literacy Leads Ongoing, starting in Sept 2019</p> <p>Teachers, ongoing starting 2018 – 19</p> <p>All – ongoing</p> <p>As needed</p>	<p>*Teachers will meet after demand writing in grade levels and co-mark student writing.</p> <p>*Marks will be calculated on the six traits after each demand piece.</p> <p>*Writer’s celebration by grade level. Each Language Teacher will choose one demand piece of writing to display in frames that will be displayed in the “Hall of Frames”. Each Language Teacher will be responsible for decorating a bulleting board with writing of their choice. Teachers will seek individual class opportunities for publishing student work.</p> <p>*Academic Pyramid of Interventions and Teaching Process Map include best practices.</p> <p>*Personalized Learning Plan (PLP) goals are updated regularly to reflect progress of exceptional learners.</p>	<p>Book Resources: <u>Writing Strategies</u> Book by Jennifer Serravallo <u>Writing Power</u> by Adrienne Gear K -5 Discovery Learning PL by Jocelyn Roy, EST- L completed in January 2019</p>

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1.3 80% of students will demonstrate “automaticity” (know the answer within 3 seconds) on grade level math fact expectations as measured with grade level common assessments.

Note Work toward problem solving behaviours with a rubric to measure progress (being developed)

Baseline	Indicators of Success	Targeted Actions	Responsibility/Timeline	Accountability	Progress Notes
<p>Tell Them From Me Survey: 97 % of students value schooling outcomes. 86 % of students are interested and motivated in their learning. 97 % tried hard to succeed in their learning.</p> <p>Classroom Assessment:</p> <ul style="list-style-type: none"> • Pre and Post Assessments • Math Makes Sense • Formative data • Common Assessments 	<p>Teachers will work on gathering and interpreting data on student performance to inform decision making, including setting targets to close achievement gaps. PLC teams will create assessments and use for baseline and summative achievement.</p>	<p>Daily practice through games, homework and practice. Rocket Math approach and materials.</p>	<p>*Teachers and students will set learning goals. Teachers will meet in Grade Level PLC meetings to discuss student progress, analyze data, and best practice strategies.</p>	<p>Teachers will gather data, discuss results in PLCs and be the Core Leadership Team will review data in February and June each year.</p>	<p>For the Feb. 2019 review Teachers decided to reteach and continue work on addition and subtraction concepts due to the results on the Math Interview assessments (K- 3) and the Show What You Know assessments in Grades 4 and 5. Baseline data for May will be gathered and results discussed at Core Leadership.</p>

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District Ends Policy 1: To provide positive, safe, healthy and inclusive learning and working environments for children, youth, and staff.					
2.1 Reduction of behaviour incidences reported by 10 % each year and increased reports of feeling safe at school (2018 – 19 Baseline) (increases 2019-20 and 2020 -21)					
Baseline	Indicators of Success	Targeted Actions	Responsibility/Timeline	Accountability	Progress Notes
<p>Tell Them From Me Survey (2018) indicates that 17.5 % of students have experienced bullying. 61% of bullying occurs on the playground. 60% of students indicated they felt safe at school and going to and from school</p> <p>Behaviour Incident Reports: 70 incident reports were logged for various behaviours Sept- Dec 2018.</p> <p>Teacher Perception Survey: 73% of teachers indicted that Administrators, teachers and students have collaboratively agreed on the rules for student behaviour.</p>	<p>Clear behaviour expectations established, taught, and celebrated regularly.</p>	<p>Full implementation of PBIS practices including:</p> <ul style="list-style-type: none"> -rebranding of SGES with a logo and reworked mission and vision. -Revised matrix of expected behaviours - focused teaching of expected behaviours in classrooms and assemblies. -focus on understanding of bullying vs. conflict -focus on conflict resolution - lessons on character traits will be developed by teachers and put in a binder for each teacher for the 2019-20 school year. 	<p>Established PBIS team will meet minimally 4 times per year.</p>	<p>PBIS team will present targets to teachers in staff meetings. Collaborative presentation of expectations will be taught by teachers in class and by administrators in assemblies.</p>	<p>Mission and Vision has been an ongoing process with staff in 2018-19. From the statements developed a new Logo has been designed and printed on a variety of messaging items such as:</p> <ul style="list-style-type: none"> Positive Office Referrals Letterhead Sticky notes Website Swag bags etc. <p>The PBIS team with teacher input has developed the Behaviour Matrix.</p>