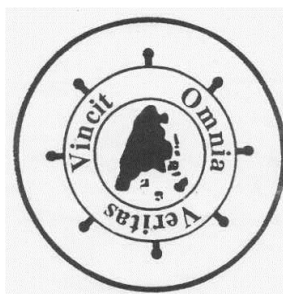


*Grand Manan Community School and White Head Elementary School*



**School Mission**

We will work collaboratively to ensure that each student learns the essential skills to be valued citizens.

**Vision**

We are an exemplar school.

# SCHOOL IMPROVEMENT PLAN 2013-2016

## General School Goals for GMCS and WHES (1 of 2) Team Leaders End Policy 3

**Our reality:** We currently use talk mail, homework blogs and agendas to communicate with parents, but want to increase communication and find more efficient ways to engage families.  
**Goal:** To provide a variety of communication strategies and social media to strengthen connections with family and community.

**Performance Target:** Use 2 new methods of communication this year.

Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
	<p><b>Seek</b> input from parents on how they want to receive information (send survey at the beginning of the year).  <b>Create</b> a school Facebook page to communicate information quickly.  <b>Possibly</b> create a class or team Facebook page.  <b>Administration</b> will look into safety issues and how to create an information board as opposed to a discussion board, so that parents/students cannot make comments.  <b>Upgrade</b> school website to the new district format. Include a quick flash news bulletin.  <b>Explore</b> the possibilities of using twitter.  <b>Regular</b> changes made on the school website.</p>	<p>Surveys returned.</p> <p>Facebook page created.</p> <p>School website updated.</p>	<p>September</p> <p>Fall</p> <p>As Needed</p>	<p>Andrew Jones</p> <p>Administration</p> <p>District Office staff and Tech SPR, Secretary</p>		

SCHOOL IMPROVEMENT PLAN 2013-2016

**General School Goals (2 of 2)**  
**Team Leaders Ends Policy 4**

<b>Our reality:</b> We are just beginning to learn about mental fitness.						
<b>Goal:</b> To promote mental fitness in students and staff.						
<b>Performance Target:</b> Have all staff knowledgeable about mental fitness and implement at least one idea in their classroom.						
Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
	<p>Monthly wellness activities for staff.</p> <p>Incorporate Yoga and meditation into Health and Phys. Ed. classes.</p> <p>Learn more about mental fitness, and share ideas with students.</p> <p>Have District Personnel come to a staff meeting to educate staff on ways to engage students in mental fitness.</p> <p>Share ideas and expertise among staff at team meetings and/or staff meetings.</p>	Activities occurred	<p>Monthly</p>   <p>Fall</p>   <p>Fall and Spring</p>	<p>Wellness Coordinator</p>   <p>Staff</p>   <p>District Personnel</p>		

# SCHOOL IMPROVEMENT PLAN 2013-2016

## Ends Policy 1: Primary Team Goal 1

**Our reality:** In 2011 65.4% of students were successful (34.6% appropriate performance and 30.8% strong performance) on the Grade 2 Language Arts Assessments in Reading Comprehension. Results for 2012: 67% appropriate performance, 11% strong performance. Writing is no longer marked provincially.

**Goal:** To have 80% of the Grade Two students successful on the Grade Two Language Arts Assessment.

**Performance Target:** 80% of the Grade Two students will be successful on the Grade Two Language Arts Assessment

Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
	<p><b>Implement</b> Daily 5 in all K-2 classrooms.</p> <p><b>Students</b> not completing any assignment will receive extra support until all assignments are complete, or at another time before or after school.</p> <p><b>To familiarize</b> students with expectations for writing and reading skills, and to use the district curriculum maps and common planning time to ensure consistency among classes.</p> <p><b>Teachers</b> will be using the Phonological and Phonemic Awareness Kindergarten Resource binder in Kindergarten.</p> <p><b>Teachers</b> will be using L.O.O.T. binders in Grades K-2.</p> <p><b>Writing strategies</b> from ‘Write Traits’ will be employed in the grade K-2 classrooms.</p> <p><b>Jolly</b> Phonics sounds will be taught in K and reinforced in Grades One/Two.</p>	<p>Write Traits activities will be incorporated into grade K-2 lesson plans.</p> <p>Improved writing in classroom work and assessment.</p> <p>Improved reading levels over the course of the year.</p> <p>Student performance on assessments.</p>	<p>Homework help will continue as needed.</p> <p>Reading Club for grades 1-2 started in mid-September; Kindergarten will join Reading Club in January.</p> <p>Rubrics, Write Traits, L.O.O.T. are all already implemented in our classrooms and we will continue to discuss their use in team meetings.</p> <p>Extra focus on writing and reading comprehension with</p>	<p><b>Primary</b> teachers will ensure that homework and school work is completed successfully.</p> <p><b>Gr. K-2</b> teachers will consistently use writing rubrics and exemplars found in the standards.</p> <p><b>Literacy</b> Support Teachers and Resource Teacher will continue to work with students who were identified as experiencing difficulty.</p> <p><b>Gr. K-2</b> teachers will</p>		

## SCHOOL IMPROVEMENT PLAN 2013-2016

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<p><b>Teachers</b> will continue Reading Club (Anna Plan) two days a week and reevaluate the students' reading levels at the end of each rotation (5-6 weeks) or use this for extra writing time.</p> <p><b>Continue</b> to use multiple choice questions for assessment of each book used in Reading Club, and introduce multiple choice questions in You and Your World.</p> <p><b>Use</b> Literacy Support Teacher to help prepare students for assessments and to work in Grade 2 classrooms twice a week.</p> <p><b>Use</b> Literacy Support Intervention for students reading below grade level expectations.</p> <p><b>Send</b> a teacher to marking sessions.</p> <p><b>Use CARS</b> multiple choice questions for grade 1 and 2.</p> <p><b>AIMS</b> web benchmarking 3 times a year and strategic monitoring where needed.</p> <p><b>Lucy Calkins</b> book study and implementation of ideas in K-2 classes.</p>		<p>Literacy Support in Grade 2 in March and April to prepare for the assessment.</p> <p>AIMS web benchmarking in September, January and May</p>	<p>employ 'Write Traits' strategies in the classroom.</p> <p><b>Literacy</b> Teacher will be included with the K-2 teachers in Reading Club.</p> <p><b>Primary</b> teachers, with the help of our literacy specialist, will implement Daily 5 in our classes this year and writing workshop (Lucy Calkins).</p> <p><b>Primary</b> teachers will complete AIMS web benchmarking.</p>		
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# SCHOOL IMPROVEMENT PLAN 2013-2016

## Ends Policy 2: Primary Team Goal 2

<b>Our reality:</b> We have 10 % of students in K-2 who have been diagnosed with special needs.						
<b>Goal:</b> To provide positive, safe, and inclusive learning and working environments for children, youth and staff.						
<b>Performance Target: Improve Numeracy skills</b>						
Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
	<p><b>Continue focusing</b> on WITS program.</p> <p><b>Sensitivity training</b> with Jill McMullin with the K-2 students.</p> <p><b>You and Your World</b> emphasis on growth and development, and on what makes us unique as individuals.</p> <p><b>Model compassion and empathy</b> in the classroom.</p> <p><b>Encourage helping</b> and friendships among students.</p> <p><b>Have the student</b> of the day be the helper of the day as well.</p>	<p>More evidence of inclusive behavior and acceptance of special needs kids.</p> <p>WITS and You and Your World lessons completed at least monthly.</p>	<p>WITS once a month</p> <p>Fall and Spring</p>	<p>K-2 teachers, Corp. Prime.</p> <p>Jill McMullin</p> <p>K-2 teachers and specialist teachers.</p>		

## SCHOOL IMPROVEMENT PLAN 2013-2016

### Ends Policy 3: Primary Team Goal 3

<p><b>Our reality:</b> Less than 50% of parents are aware of the school’s improvement goals and curriculum expectations, based on the parent perception survey.  <b>Goal:</b> Increase Parent awareness</p>						
<p><b>Performance Target:</b> Increase to 75% the parental awareness in these respects.</p>						
Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
	<p>Keep blogs up to date.</p> <p>Add curriculum goals to blogs, newsletters, and/or monthly calendars.</p> <p>Host at least two curriculum night per year (one in fall, and one in spring that includes pre K’s).</p> <p>Include a newsletter with the November and March report cards with the school’s improvement goals, curriculum activities, and K-2 happenings.</p>	<p>Parent perception survey results improve to 75% in these areas.</p> <p>50% of parents attend curriculum night.</p>	<p>Blogs will be updated weekly.</p> <p>Curriculum updates through blogs, letters home, etc will be done monthly.</p> <p>Handout re school improvement goals will be sent with the first term report card. Curriculum night to be held in the late fall or early winter.</p> <p>Fall Curriculum Day November 6, 6-7pm; Spring Curriculum Day May 7, 6-7pm.</p>	<p>Primary teachers will keep blogs up to date weekly.</p> <p>Primary teachers will send home monthly calendars, including information about curriculum goals.</p> <p>Administration will send home talk-mails re curriculum nights.</p> <p>All involved staff will plan and host 2 curriculum nights.</p>		

# SCHOOL IMPROVEMENT PLAN 2013-2016

## Ends Policy 2: Upper Elementary Team: Goal 1

<b>Our reality:</b> Bullying is a negative influence in our school, and perception survey results indicate that parents, students and teachers perceive it as a problem at GMCS.						
<b>Performance Target:</b> To improve positive feelings at school, and to provide a safe place for students to learn.						
Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
To actively promote good manners and respect.	<p><b>To</b> make students aware of manners and respect using the positive behavior support strategy lessons, concentrating on the first 2 weeks of school.</p> <p><b>To</b> frequently have discussions about manners and review continuously.</p> <p><b>Circles</b> when needed i.e. for mean spirited words. Schedule one per month in Guidance. Implement WITS program.</p> <p><b>Have</b> WOW ballots as incentives for all good behaviors and incentive programs in each classroom including Physical Education and Music ballots for good hallway movement.</p> <p><b>Continue</b> with the no-warning playground on the wall consequence as a time out session for reflection.</p> <p>Incorporate Know the Code at School social skills program</p> <p><b>Continue</b> with communication books for 3 – 5 concerns (Staff record of student concerns).</p> <p><b>Incorporate</b> a Manner of the Month and catch students displaying these manners giving them WOW ballots.</p>	<p>To fewer issues on the playground, the bus, and in the cafeteria</p> <p>To see a decrease in instances of bullying</p> <p>To have well mannered and respectful students</p>	<p>This will be ongoing through the year.</p> <p>WITS will be in place in Oct./Nov. to continue throughout the year (monthly themes)</p>	<p>All 3-5 teachers</p> <p>All 3-5 teachers</p> <p>All 3-5 teachers</p> <p>SIW Worker? and ISD worker Sharon Green</p>	<p>WITS was implemented in the 2012-2013 school year with regular monthly visits by RCMP members into the classrooms. We want to continue with WITS this year.</p>	<p>Taking out “On the wall” consequence and trying out a reflective consequence, filling out a form of a behavior that was displayed.</p>



# SCHOOL IMPROVEMENT PLAN 2013-2016

## Ends Policy 1: Upper Elementary Team: Goal 2

<b>Our reality:</b> The Grade 4 Provincial LA assessment was taken out in June 2013.						
<b>Our Goal:</b> To benchmark students throughout the 2013-2014 school year within the classroom with consistent progress monitoring using AIMS Web, cloze activities and the new benchmark system.						
<b>Performance Target:</b> We will maintain the provincial reading and writing results from June 2010.						
Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
Provincial reading and writing results	<p><b>To</b> familiarize students with expectations for writing and reading skills, and to ensure consistency among classes, common checklists/rubrics will be used</p> <p><b>Teachers</b> will focus on vocabulary from text features and make a list of these terms collaboratively. Introduce the Writer’s Notebook as seen at subject Council in May 2012.</p> <p><b>Involve</b> students in creating check lists/rubrics.</p> <p><b>Use</b> the New Benchmark Assessment System for testing students</p> <p><b>Track</b> students with AIMS Web.</p> <p><b>Continue</b> Daily 5 in the Language Arts block. In additions we will continue to meet as a K–4 team to discuss and plan with this and Lucy Caulkins Writing book study.</p> <p><b>Be</b> sure that student writing</p>	<p>Daily Five activities will be incorporated into grade 3 – 5 lesson plan and students will work independently while the teacher conferences.</p> <p>Improved writing in classroom work and assessment.</p> <p>Improved scores on CARS tests and district and</p>	<p>Continue Daily Five in the fall.</p> <p>Literacy Place and LOOT have already been implemented in our classroom and we will continue to plan for this during team meetings.</p> <p>Teachers will focus on the management of Daily Five.</p>	<p>Gr. 3–5 teachers will collaborate to make a common rubric for L.A.</p> <p>Literacy Support Teacher and Resource Teacher will continue to work with students who were identified as experiencing difficulty.</p> <p>Gr. 3 – 5 teachers will employ Daily Five strategies in the classroom.</p> <p>All teachers in 3 – 5 will incorporate writing with each subject.</p>	<p>There was no Grade 4 LA provincial assessment in June 2013.</p> <p>Classroom teachers will be doing Aims Web testing as literacy support teacher’s time is limited.</p>	<p>Teachers need to collect at least three independent writing samples from each reporting period to add to a student portfolio</p>

## SCHOOL IMPROVEMENT PLAN 2013-2016

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	<p>matches with their reading levels according to the standards.</p> <p><b>Teachers</b> will be using LOOT binders in Grades 3 - 5. During our weekly planning meetings we can review common evaluation tools and create some together (the checklist).</p> <p><b>Writing</b> strategies from Write Traits, Literacy Place and Moving Up will be employed in the grade 3 – 5 classrooms.</p> <p><b>Use</b> Literacy Support Teacher to help prepare students for assessments. Literacy Support <b>Teacher</b> is targeting the students who achieved below Appropriate Achievement.</p> <p><b>Work</b> on the CAFE reading strategies.</p> <p><b>Teachers</b> will use Camet kits for assessment tools only.</p> <p><b>Teachers</b> will focus on daily usage of the vocabulary from all text features in preparation for provincial assessments and make a list of these terms.</p>	<p>provincial assessments.</p>				
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# SCHOOL IMPROVEMENT PLAN 2013-2016

## Ends Policy 1: Upper Elementary Team: Goal 3

**Goal:** June 2012 **Provincial** Gr. 3 Math Assessment: 77.3% achieved AA and 4.5% achieved SA, with an AA/SA total of 81.8%  
 In June 2012, 38.9% of students achieved appropriate achievement on the Grade 5 Math assessment and 50% achieved “strong, with an AA/SA total of 88.9%.

**Our Smart Goal:**

To improve the AA% by 11% on the Grade 5 Provincial Math Assessment in June 2012 and maintain the AA/SA average for Grade 3 in June 2012

**Performance Target:**

Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
Math Assessment	<p><b>Incorporate</b> more Mental Math activities into daily activities</p> <p><b>Model</b> more practice assessment questions</p> <p><b>Model</b> strategies for multiple choice questions. Use Smart board to get students familiar with multiple choice questions.</p> <p><b>Resource</b> groups for students who experience difficulty in basic math skills.</p> <p><b>Teachers</b> are using their monthly curriculum math maps</p> <p><b>Use</b> a Math word wall</p> <p>Use a weekly Math journal</p> <p>Use district assessment results to inform instruction in the fall.</p> <p><b>Plan</b> a 3-5 student-centered Math Activity night in the late fall and Fri. afternoon multi-age math centers and games 4 times per year.</p>	<p>Students will improve Math scores on grade 5 practice assessment questions.</p> <p>Students will improve in provincial assessment results.</p> <p>Report card marks in Math will improve.</p>	Practice assessment questions will be done once weekly.	<p>All 3 – 5 teachers will incorporate more consistently the above classroom strategies in daily math lessons.</p> <p>We hope to have the math mentor back this year from District office.</p>	*** We will update when results come in.	

# SCHOOL IMPROVEMENT PLAN 2013-2016

## Ends Policy 1: Upper Elementary Team Goal 4

**Goal: a) Our reality:** Our grade 3 students achieved 30% on the mental math strand of their provincial assessment June 2012. Our goal is to improve the mental math results for Grade 3 by 10% in June 2013. **B) Our reality:** Grade 5 achieved 45% on the mental math strand of their provincial assessment. Our goal is to improve the mental math strand by 5% in June 2013.

**Performance Target:** To maintain grade 3 and 4 fact results.

Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
To improve grade 3 and 5 mental math results.	Mental Math will be occurring daily.  Request training sessions on how to teach mental math strategies  Use Math vocabulary within Mental Math questions  Model think aloud and use math journals  Do timed mental math facts several times per week  Mental math problem of the day or week (or both)	Mental math results will increase on the provincial and district assessments.  Students will be able to explain their Math strategies orally and in writing (Math journal).	This will be ongoing for the year.	3-5 homeroom teachers.	** We will update when results come in.	

# SCHOOL IMPROVEMENT PLAN 2013-2016

## Ends Policy 1: High School Team Goal 1

<b>Our reality:</b> In 2011-2012, 18/26 and 2012-2013, 15/21, Grade 9 students had appropriate achievement or better on the reading section of the Grade 9 ELPA. 21/26 and 12/20 Grade 9 students had appropriate achievement or better on the writing section of the Grade 9 ELPA.						
<b>Performance Target:</b> Increase the number of students achieving appropriate development by 5% on the Grade 9 English Language Proficiency Assessment						
Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
Literacy	<p><b>HS</b> Teachers will review a common rubric and teach its effective use to all English classes. (Students will be seen using the rubric to self and peer evaluate. Students will understand rubric terminology.)</p> <p><b>Writing</b> strategies from “Write Traits” will be used in high school English classrooms twice a month. (Students will have practiced at least 10 of the reading and writing skills modeled in exemplars by January 2014. Students will complete at least six “Write Traits” activities prior to writing the ELPA.)</p> <p>Grade 9 students will undergo pretesting in reading and writing the first week of classes to develop a plan of action to proceed in preparation for the ELPA.</p>	<p><b>80%</b> of students will achieve appropriate or better on the Grade 9 ELPA reading section.</p> <p><b>70%</b> of students will achieve appropriate or better on the Grade 9 ELPA writing section.</p>	<p>December-January 2014</p> <p><b>Provincial</b> rubric use is on-going.</p> <p>Use of “Write Traits” program is on-going</p> <p>Use of “Stepping Out” strategies is on-going.</p>	<p>Grade 9 English teacher</p> <p>High School teachers</p>		

# SCHOOL IMPROVEMENT PLAN 2013-2016

## Ends Policy 1: High School Team Goal 2 (Numeracy)

**Our Reality:** In 2011/12, the grade 9 class average for Linear Relations was 63% for the GMCS Formative Assessments. The grade 8 Provincial Assessment for 2011/12 was 64% in the area of Patterns and Relations. In 2012/2013, the grade 9 class average for Linear Relations was 74% for the GMCS Formative Assessments. The grade 8 Provincial Assessment for 2012/13 is currently being tabulated in the area of Patterns and Relations.

**Goal:** In June 2014, the students' success rate will increase by 5% for the Linear Relations strand.

**Performance Target:** In June 2014, the students' success rate will increase by 5% for the Linear Relation strand.

Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
Math	<p>Reinforce linear relations and graphing in Science class by having students complete and analyze one graph per unit.</p> <p>Grade 9 math students will be exposed to all seven outcomes in the Linear Relation strand.</p> <p>Grade 10 math students will be exposed to the Linear Relations' curriculum outcomes.</p> <p>Students will participate in a variety of practical world applications, including kinesthetic, to increase their understanding of Linear Relations.</p>	<p>85% of students will complete each graphing activity in Science.</p> <p>85% of students will successfully complete classroom assessments in the Linear Relation strand.</p> <p>85% of students will successfully complete classroom assessments in the Linear Relation strand.</p> <p>90% of students will successfully participate in differentiated activities.</p>	<p>September 2013 to January 2014</p> <p>January – June 2014</p> <p>September – January 2014</p> <p>September - to June 2014</p>	<p>Ms. Ward, the grade 9 Science teacher</p> <p>Mrs. McLaughlin, the grade 9 Math teacher</p> <p>Mr. Jones, the grade 10 Math teacher</p> <p>High School math and science teachers</p>		

# SCHOOL IMPROVEMENT PLAN 2013-2016

## Ends Policy 2: High School Team Goal 3

**Our reality:** Bullying and evidence of disrespect and intolerance among students is occurring in our school, as evidenced by the school perception surveys. On the 2013 TTFM survey, 78 % of students felt safe at school as well as going to/from school.

**Goal:** To help create a safe space and positive environment. **Our goal** is to increase our percentage to 85%.

**Performance Target:**

Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
	<p>GMCS will create a high school PBIS to support a school-wide positive behaviour policy.</p> <p>HST will continue to use the <i>Beyond the Hurt</i> program (anti-bullying).</p>	<p>HST will discuss during high school team meetings areas within the bottom tier of intervention strategies.</p> <p>7% more students will respond positively to feeling safe at school as well as going to/from school.</p>	<p>2013-2014 school year data to be used as a bench mark.</p> <p>2013-2014 school year</p>	<p>HST will add to agenda each meeting. All teachers will take note and share numbers of occurrences of inappropriate behaviour at team meetings.</p> <p>HST</p>		

# SCHOOL IMPROVEMENT PLAN 2013-2016

## White Head Elementary School: School Improvement Plan 2012-2013 Ends Policy 1: WHES Goal 1

<b>Our reality:</b> The Provincial results for the 2011-2012 grades 3 Math, 3 of 4 students achieved BAA.						
<b>Goal 1:</b> To have all students achieve AA						
<b>Performance Target:</b> To have all students achieve AA						
Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
	<p><b>Use</b> Provincial Assessment to inform instruction.</p> <p><b>Use</b> Various resources, such as Math Makes Sense, Manipulatives, Math Minutes and Math for the Middle Grades, etc.</p> <p><b>Familiarize</b> students with expectations and self checking for understanding.</p> <p><b>Benchmark</b> assessments to monitor student progress (AIMS WEB)</p> <p><b>Regular</b> assessment through assignments, chapter tests, AIMS WEB progress monitoring.</p> <p><b>Regular</b> After school help as needed.</p>	All students will achieve at the AA level on the Grade3math assessment	Throughout the year	K-6 teacher		



# SCHOOL IMPROVEMENT PLAN 2013-2016

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## Ends Policy 1: WHES Goal 2

Our reality: The Provincial results for the 2011-2012 grade 5 Math, 4 of 5 students achieved BAA.

**Goal 2:** To have all students achieve AA

**Performance Target:** To have all students achieve AA

Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
	<p><b>Use</b> Provincial Assessment to inform instruction.</p> <p><b>Use</b> Various resources, such as Math Makes Sense, Manipulatives, Math Minutes and Math for the Middle Grades, etc.</p> <p><b>Familiarize</b> students with expectations and self checking for understanding.</p> <p><b>Benchmark</b> assessments to monitor student progress (AIMS WEB)</p> <p><b>Regular</b> assessment through assignments, chapter tests, AIMS WEB progress monitoring.</p> <p><b>Regular</b> After school help as needed.</p>	<p>All students will achieve at the AA level on the Grade 5 math assessment</p>	<p>Throughout the year</p>	<p>K-6 teacher</p>		

# SCHOOL IMPROVEMENT PLAN 2013-2016

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## Ends Policy 2: WHES Goal 3

**Our Reality:** We are a K-6 school and our younger students look to the older students as role models. We are concerned that not all of these role modeling relationships are positive. Many of our students have not had the opportunity to develop the skills necessary to make these interactions positive.

**Performance Target:** To provide opportunities for students to learn citizenship and role modeling skills.

Focus	Strategies	Indicators of success	Time lines	Responsibility	Status Update	Revisions
<b>Anti-bullying</b>	<p><b>Implement</b> WITS program at WHES.</p> <p><b>Familiarize</b> students with expectations for positive interactions and behavior.</p> <p><b>Students</b> will be acknowledged for their positive behavior by; verbally being praised, notes home to their parents in their agendas and names entered into a monthly draw for an activity of their choice.</p> <p><b>Students</b> will be monitored consistently both at recess and in their classroom behavior.</p> <p><b>Make</b> use of multiple resources for consistently promoting positive behavior.</p> <p><b>Teachers</b> will display positive behavior themselves and will verbally encourage students to be doing the same.</p>	All students getting along and being positive role models for each other.	ongoing	K-6 and teacher		

### GMCS and WHES PLWEP GOALS:

1. 85% of students will miss less than 10 days of school annually.
2. 97% of students will have no serious misbehaviours recorded in Winschool Behaviour tracking.

### Data: Our PLWEP Goals for 2013-2014:

1. 85 % of our students will miss less than 10 days of school annually.
  - a. Using WINSCHOOL data 20.8% of our students missed 10 or more days of school in 2011-2012.
  - b. Students who missed 10 or more days dropped to 18.3% during the 2012-2013 school year.
2. 97% of our students will have no *serious* misbehaviours recorded in Winschool Behaviour Tracking
  - a. Thirty students (35 serious misconduct incidents) were recorded for the 2011-2012 school year. This translates to 30 of 332 students (9.0%).
  - b. Serious misbehaviours as recorded in Winschool dropped to 3.3% for the 2012-2013 school year.