

School Mission- The C-NCS community is Honorable and United in Strength. Knowledgeable, Inclusive and Engaged in being Successful.

10 year plan goal – Object 3: Improve literacy skills for all learners

DIP Priority - ASD-W PRIORITY 1 2017-2018 Goal: Anglophone School District-West will strengthen teaching practices and learning environments to foster the engagement of all learners with a focus on increasing student voice

SIP Priority: C-NCS will strengthen teaching practices and learning environments to foster the engagement of all learners with a focus on increasing student voice.

Goal: K-5 Goal is to build the efficacy of K-5 students in Literacy with a focus on writing.

Baseline Data	Indicators of Success	Targeted Research-Based Strategies / Actions	Monitoring and Accountability	Responsibility / Timeline	Progress Notes
<i>What data sources are being used to establish the SMART Goal?</i>	<i>What will it look like when the goal has been reached?</i>	<i>What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)</i>	<i>How will progress towards the goal be monitored and how often?</i>	<i>Who is responsible for specific strategies/ actions? What timelines are associated with the strategies/ actions?</i>	<i>Updates To Be Added Throughout the Year.</i>
<p>-The results of the school-based K-5 writing perception survey administered in June 2018 show that 61% of students enjoy writing.</p> <p>-C-NCS June 2018 K-5 report card data: 61% of elementary students are meeting or exceeding grade level writing expectations.</p>	<p>-There will be a 5% increase in the number of students who enjoy writing as indicated by the re-administration of the school based writing perception survey in June 2019.</p> <p>There will be a 2% increase in the number of elementary students who meet or exceed year-end grade level writing expectations by June 2019.</p>	<p>Students in K-5 will:</p> <ul style="list-style-type: none"> focus on the editing and revising process. Lessons are targeted to students' awareness and application of proper conventions in writing. Participate in pair and share writing, guided writing, writing journals for Daily 5. Engaging mini lessons to promote and foster a community of writers. participate in Writing Workshops with a Published Author, thanks to the Writers in Schools Grant. The author will model the creation of a story, as well as characterization and word choice. present their writing piece to their class. Classmates provides constructive feedback: one compliment and one suggestion for improvement (star/wish). 	<p>A class book, or display will be prepared, showing the final copies of students' stories.</p>	<p>Teachers will administer another school-based K-5 writing perception survey to students in February and June 2019.</p> <p>Students will be introduced to the first 2 books of the series the Author will be sharing, the week before the visit.</p> <p>November 5th- The author will come and do a read aloud of the third book of the series, followed by writing workshops with each class.</p>	<p>Immediate actions:</p> <p>-K-5 team and principal met on October 17, 2018 to collaborate on our SIP goal.</p> <p>Nov. 5th- Paul McAllister worked with K-5 students on Brainstorming Ideas, Plot Development and Word Choice. Grade 1 work is displayed in the hall.</p>

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	<p>Appendix F: Annual School Progress Report Template School Name: Cambridge-Narrows Community School K-5 SIP Goal Principal and/or Designate: P Amber Bishop Team Lead Cristina Sivitilli</p> <p>Consistent and daily learning interventions through collaboration with Resource Team - Observational notes to track student progress</p> <p>Daily engaging mini lessons for Writing and Representing - Use of valuable resources (children's storybooks, teacher texts, online resources, & guidance from Literacy Leads [PL opportunities]) to improve best practices.</p>	<ul style="list-style-type: none"> create a piece of Art with a local artist, which is funded by the Arts Smarts grant. Students will write about their creation, focusing on the specific Science and Social studies pertaining to their grade. <p>K-5 teachers will:</p> <ul style="list-style-type: none"> organize In-class and out-of-class intervention to support identified K-5 students who are not meeting grade level literacy expectations. use technology or displays to share students' writing pieces with their families, providing young writers with an expanded audience. facilitate buddy reading that incorporates elementary student authors reading their written work (celebrating their work), highlighting purposeful writing. participate in PL opportunities offered by District Literacy Leads. participate in Huddles twice a week to check in on implementing strategies. <p>The Community School Coordinator will:</p> <ul style="list-style-type: none"> organize Volunteers for the Grade 2 ELF Program. 	<p>A class book, and display will be prepared.</p> <p>-Monitoring of individual student progress will follow each report card period using completed school based tracking sheets for writing traits and reading.</p> <p>-The reading and writing achievements from each term's report card data will be presented graphically for comparison purposes</p> <p>Natasha Spencer came to do PD on Huddles December 19th</p>	<p>Students will travel to different areas of Cambridge-Narrows to get ideas for their art piece in November. The Artist will conduct 4-5 lessons with each class in January.</p> <p>All elementary teachers are responsible for identifying students who are not meeting grade level literary standards in writing and providing tier 1 and 2 interventions in the classroom. Timeline: Ongoing.</p> <p>- Resource teacher is responsible for assisting teachers in having students meet grade level writing standards through co-teaching and providing small group intervention. Timeline: Ongoing.</p>	<p>-New to grade level teachers, Susan Cordy and Heather Doherty, participated in PL session in September 2018 with several leads from district.</p> <p>-Small group interventions began in September 2018 for K-5.</p> <p>2 Elf students demonstrated improvement. Student A moved 3 levels and Student B moved one</p>

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	<p>Special events promoting writing - Annual Springtime Literacy Celebration/Writers in School Program (WiSP) to enhance engagement and conduct authentic and purposeful writing</p> <p>Monthly discussions on progress with our SIP - On every Team Meeting agenda to share any concerns, ideas, and/or successes in writing</p> <p>Progress Toward Goal - PS: Partially Successful</p>	<p>Appendix F: Annual School Progress Report Templat School Name: Cambridge-Narrows Community School K-5 SIP Goal Principal and/or Designate: P Amber Bishop Team Lead Cristina Sivitilli</p> <p>School Goal/Area of Focus for Growth</p> <ul style="list-style-type: none"> • Build efficacy in literacy with a focus on writing <p>Evidence and Rationale</p> <ol style="list-style-type: none"> 1. Sharing Writing 2. Writing Perception Survey 3. Rubrics 4. Progressive Notes on SIP <p>Suggested professional learning opportunities needed to support progress</p> <ol style="list-style-type: none"> 1. 3-5 Phonemic awareness 2. Huddle PL 3. Assessing the traits 4. Writing engagement <p>Link to the DIP and the Objectives of the 10-year Education Plan as appropriate</p> <ul style="list-style-type: none"> • 10 year plan Obj 1,3,7 • DIP Goal 1,2,3 			

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10 year plan: Objective 7 Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment.

DIP Priority: ASD-W Priority #2 Focus on Formative Assessment Practices to Support Pedagogy and Learning.

SIP Priority: C-NCS will build upon the use of formative assessment practices by teachers to accumulate student data which will inform instruction and improve student engagement.

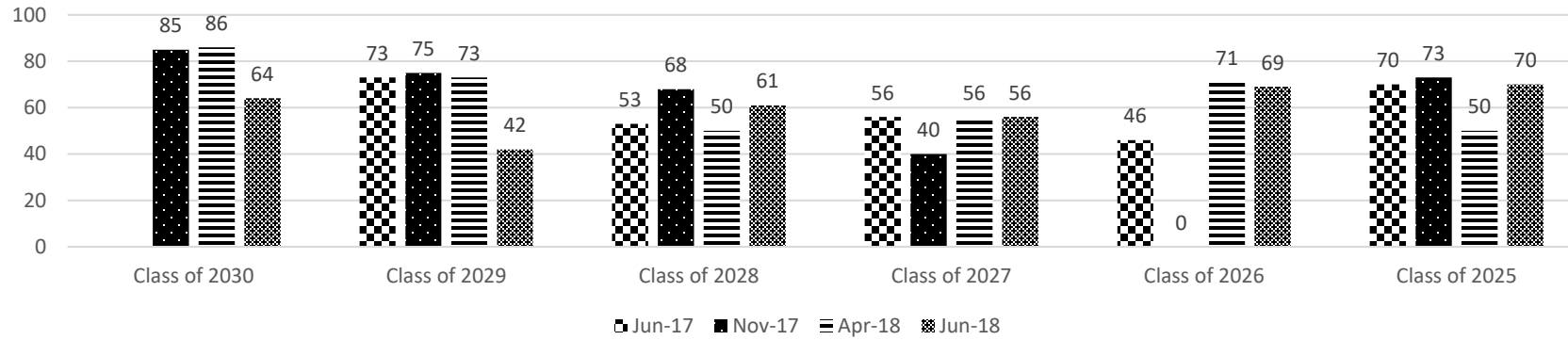
Goal: To increase effective use/regularity of formative assessment in middle level and high school classrooms to help inform/guide classroom instruction and practices.

<i>Baseline Data</i>	<i>Indicators of Success</i>	<i>Targeted Research-Based Strategies / Actions</i>	<i>Monitoring and Accountability</i>	<i>Responsibility / Timeline</i>	<i>Progress Notes</i>
<i>What data sources are being used to establish the SMART Goal?</i>	<i>What will it look like when the goal has been reached?</i>	<i>What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)</i>	<i>How will progress towards the goal be monitored and how often?</i>	<i>Who is responsible for specific strategies/ actions? What timelines are associated with the strategies/ actions?</i>	<i>Updates To Be Added Throughout the Year.</i>
<p>- ML and HS teachers reported using formative assessment practices in their classes as follows: Every day – 67% ~ 3 times/week – 22% Once a week – 11%</p> <p>- ML and HS teachers reported how often they document formative assessment practices as follows: In 3 or more lessons per week – 22% Twice a week – 11% Once a week – 22% Not regularly – 44%</p> <p>- ML and HS teachers reported the duration between collecting and formative assessment data and implementing it in their teaching practices as follows: That class or next – 67% That week – 33%</p> <p>- ML and HS teachers reported their comfort levels in using a variety of formative assessment tools as follows: Proficient – 22% Comfortable – 33% Working on it/In progress – 44%</p>	<p>- Teachers will gather data, identify hurdles, and track positive growth.</p>	<p>-Categorize data to Novice, Apprentice, Master for teacher use of Formative Assessment</p> <p>-PL will be provided during Monthly team meetings.</p> <p>- Creating a bank of resources, sharing and learning collaboratively so that teachers have a bank of resources to use. https://one-un.nbed.nb.ca/f5-w-68747470733a2f2f636f6c6c6162652e6e6265642e6e622e63611\$/sc/h/cncs/SIPs/Forms/AllItems.aspx</p>	<p>- Monday, Wednesday, 5 minute huddles per department. 3:00</p> <p>Friday huddle is whole team huddle. 2:35pm</p>	<p>- Month of December</p> <p>- Heather Bailey will provide Formative assessment tools when needed.</p> <p>February Huddle PD Natasha Spencer</p>	<p>Baseline data survey was constructed and sent out through Survey Monkey. October 2018</p>

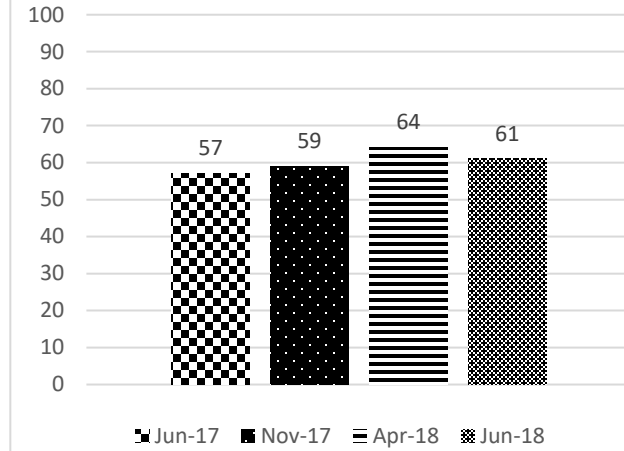
<p>Appendix F: Annual School Progress Report Template School Name: Cambridge-Narrows Community School 6-12 SIP goal Principal and/or Designate: Amber Bishop P Morgan Levesque Team Lead</p> <p>School Strengths - Middle Level and High School teachers reported that they were implementing collected formative assessment data into their teaching practices either the day it was collected or the next (66.67%) or that week (33.33%). No middle or high school educators reported this practice as inconsistent.</p> <p>Area of Focus for Growth –</p> <ol style="list-style-type: none"> Formative Practices Document practice <p>Progress Toward Goal</p> <ol style="list-style-type: none"> S: Successful NS: Not Successful / IP: In Progress <p>Evidence and Rationale in Brief</p> <ol style="list-style-type: none"> Level Survey Data Meet in subject related teams to decide on the best formative assessment practices for your particular curricula. Complete the fishbone activity to narrow down our goal into one specific task that we can then collect data on through huddles. 	<p>Evidence and Rationale - The Middle Level and High School team constructed and completed a survey based on the SIP goal to indicate our baseline and where we should focus on improving.</p> <p>Suggested professional learning opportunities needed to support progress</p> <ol style="list-style-type: none"> One teacher attended the HS Assessment PD with M Dueck Initial fishbone activity to narrow down the goal followed by huddles to collect data on how we are progressing, while identifying and working on roadblocks (Natasha Spencer) 	<p>Link to the DIP and the Objectives of the 10-year Education Plan –</p> <ol style="list-style-type: none"> DIP # 2 OBJ #7, 10 Yr P 3,4 			
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Data Supporting/Monitoring SIP Elementary Goals

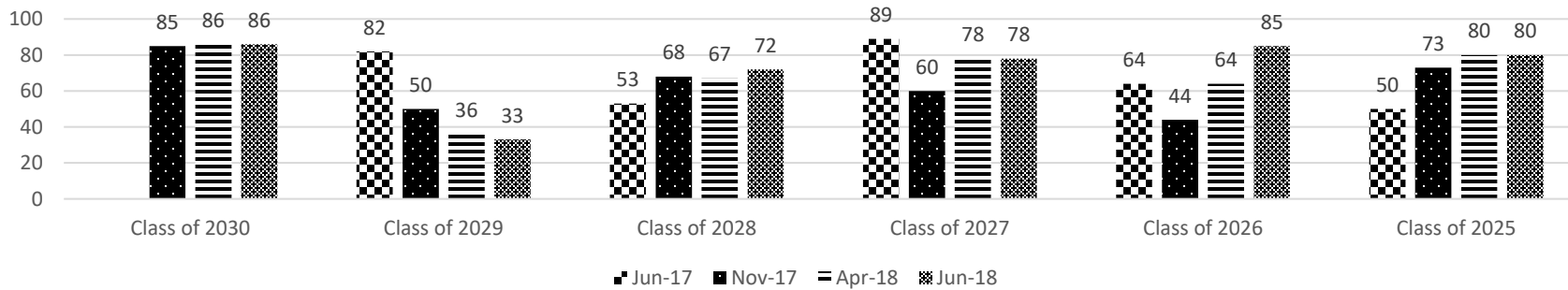
School-based K-5 Achievement Data
Writing and Representing Strand
Percentage of Students Meeting or Above Expectations



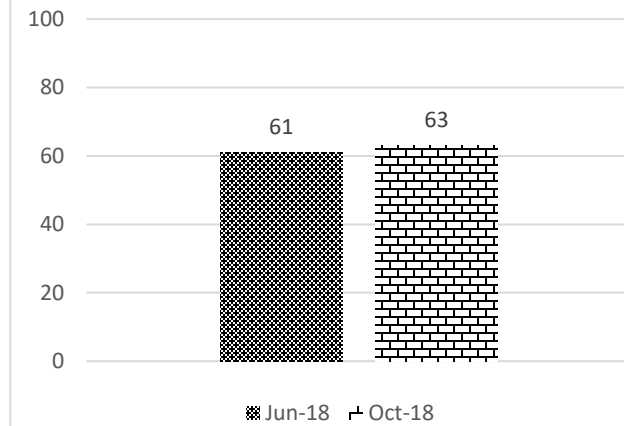
Percentage of Elementary Students Meeting or Exceeding Grade Level Writing Expectations



School-based K-5 Achievement Data
Reading and Representing Strand
Percentage of Students Meeting or Above Expectations

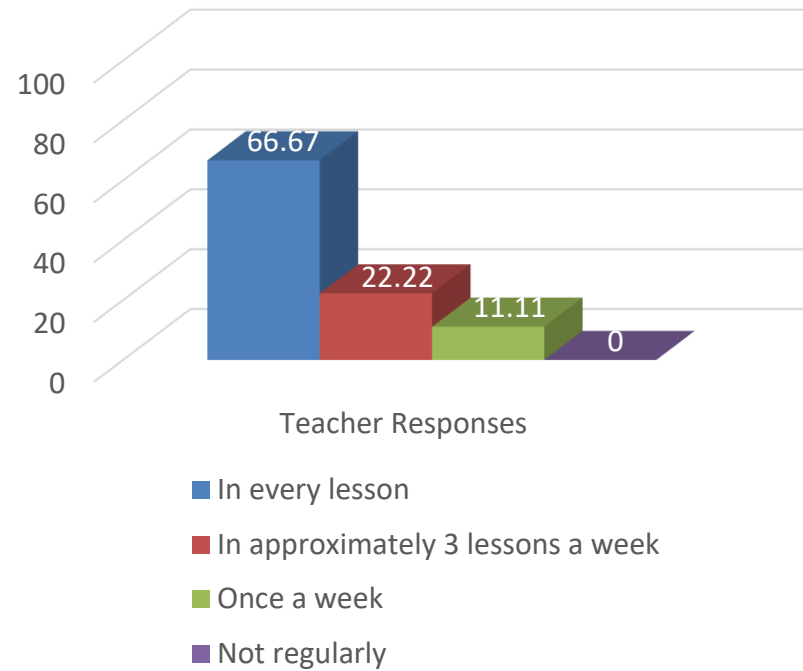


School-based K-5 Writing Perception Survey: Percentage of Students Who Enjoy Writing

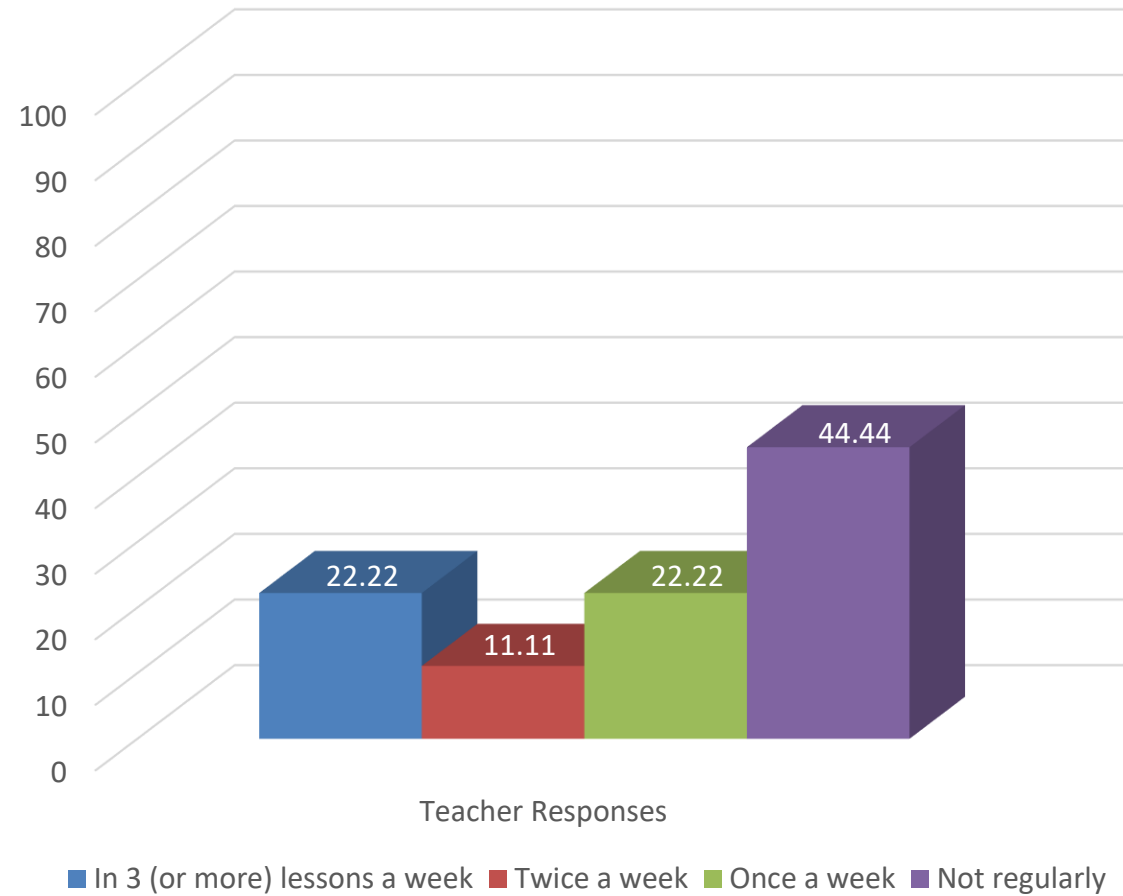


Data Supporting/Monitoring SIP Middle Level/High School Goals

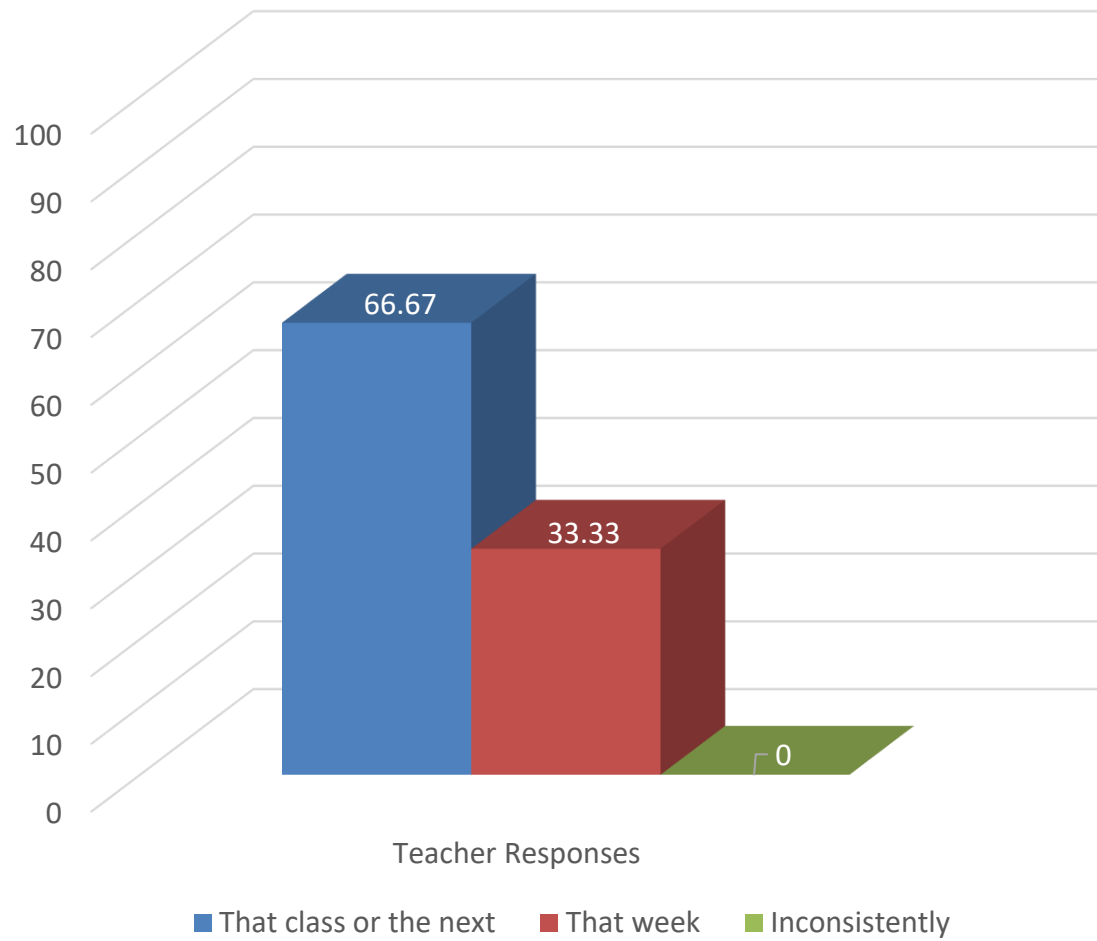
Overall how often are you using formative assessment in your teaching practices?



Overall how often are you tracking formative assessment in your teaching practices?



Overall what is the duration between collecting formative assessment data and implementing it in your practices?



What is your comfort level in using a variety of formative assessment tools?

