

2017-2020

Island View School Improvement Plan



Island View School Improvement Plan 2017-2020

Vision Statement - To ensure all children have a safe and positive learning environment inspiring them to be lifelong learners as respectful, responsible and productive citizens.

Mission Statement:

Our mission is to create a school community centered on the following beliefs:

We can all learn.

We need a safe, respectful and challenging place to learn.

We learn best when teachers, children, parents and community work together.

We have a responsibility as partners in learning to help others in our local and global communities.

We will never stop learning.

School Profile

Island View School, located in the West Side of Saint John, is a K-5 school constructed in 1972. It serves a large geographical area that extends from Musquash to Manchester Avenue. With a student enrolment of just over 300, we are one of the larger elementary schools in School District 8. Approximately 70% of students are bused to school while the remaining 30% walk or are driven from the immediate neighborhood. Currently, the staff includes 19 teachers and 10 support staff. Throughout the nearly 40 year history of the school, it has been known for its excellence in academics, athletics and the arts.

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ENDS POLICIES 2014-2017

ENDS POLICY #1

Students at Island View School will demonstrate continuous improvement in literacy skills, striving to meet or exceed the targets set by ASD-S and the Province of New Brunswick

ENDS POLICY #2

Students at Island View School will demonstrate continuous improvement in numeracy and science skills, striving to meet or exceed the targets set by ASD-S and the Province of New Brunswick.

ENDS POLICY #3

Island View School will work toward continuous improvement in engaging our parent and community as partners in education.

ENDS POLICY #4

All members of the Island View School Community will demonstrate continuous improvement in creating positive inclusive 21st century learning environments.

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IVS Continuing Practices

Literacy	Numeracy	Positive Inclusive Environments	PLC/Leadership/Capacity	Parent/Community Engagement
Daily 5 Literacy Structure	Monthly Math Map	Pyramid of Intervention	PLC time / Grade Level meetings	School Website, Twitter,
Literacy Benchmarking	District Math Lesson Plan Template	PLEWP Binder	IVS Internal Release Time	Student Lead Clubs (leadership, green team, chess, etc..)
Reflection on Writing Maps	Math Journals	Eagle Code of Conduct	Core Leadership Team	PSSC
Writer's Workshop Model	Math Word Walls	CARE Program	Collaboration with Leads	Community Partnerships - IVSC3, Go – Go Afterschool, Kent
Cross Curricular (eg. Math Journals, Math word walls)	Guided Math Approach / Conferencing	WITS Program	Collaborative Marking (eg. writing)	Home and School
Look For Document/Blotter	Look for Document	Student Clubs	Common Assessments (Formative and Summative)	Early Literacy Friends Program
Balanced Literacy	Investigations	Peer Helpers	Common Blocks for RTI.	Pre-Kindergarten Readiness Programming
Writing Exemplar Binders	Use of Exemplars/rubrics/I Can Statements	Mind Up	Team Smart goal Process	PALS Partnership and Programming
		Learning Profiles		

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ENDS POLICY #1

Students at Island View School will demonstrate continuous improvement in literacy and skills, striving to meet or exceed the targets set by ASD-S and the Province of New Brunswick.

<u>Goal</u> <u>Literacy</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timeline</u>	<u>Responsibility</u>
To support students in developing literacy skills in reading, writing and oral language.	Teachers will model effective reading comprehension strategies on higher order questions such as inferential and personal/critical evaluation questions following read alouds and during guided reading sessions.	Improved student achievement data being reflected in our literacy benchmark data.	2017 – 2020	Teachers
	Teachers will create Phonemic Awareness Assessment Kits for K – 2 teachers.	Kits have been created and evidence of begin signed out for use by our teachers.	2018 – 2020	K – 2 Teachers, Literacy Lead
	Teachers will extend the K – 2 Phonics / Word Work Continuum to include grades 3 – 5.	Continuum created and distributed to staff.	2018 – 2019	Grade 3 – 5 Teachers
	IVS will purchase the resources to support teachers to implement strategies around differentiated word study activities.	Resources purchased, available and being signed out from teacher resource center	2017 - 2020	Administration, Literacy Lead
Writing / Representing	Create an IVS writing continuum by grade to be our standard of practice for writing instruction. *Following the creation of the continuum, grade level teachers will collect exemplars of appropriate/strong performance (3, 3+,	Continuum created and distributed to staff. New exemplars in grade level binders and evidence of use of exemplars in class with	2017 – 2020	Teachers, Administration, Leads

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	<p>4) to include in our grade level writing binder to use with students to demonstrate quality writing.</p> <p>Teachers will use Star Writing Checklist as well as work with students to co – create writing rubrics/checklists to support improvements in the traits of the conventions and content/ideas.</p> <p>Teachers will engage their classes in regular writing celebrations (writer of the month, WOW writing, Post Student Writing)</p> <p>Align the new reporting criteria with the provincial standards based writing rubrics for the purpose of assessment (eg. benchmark data, reporting)</p> <p>Teachers will explore ways to more efficiently meet with students for conferencing or guided writing groups. (eg. Matt Glover Resource, Lucy Caulkins Resource, Lead Support).</p>	<p>students to co-construct criteria of quality writing.</p> <p>Evidence of use of checklists and co-created criteria. Increased achievement reflected in our year end writing benchmark data.</p> <p>Posted examples of student writing</p> <p>Creation of a new scoring rubric by grade level teams. Use of new rubric being used by teachers in conversations with students.</p> <p>Professional Learning Session on conferencing and PLC discussions on topic reflected in minutes.</p>	<p>2017 – 2020</p> <p>2017 – 2020</p> <p>2017 – 2020</p> <p>2017 – 2018</p> <p>2017 – 2020</p>	<p>PLC Teams</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers, Administration, Lead</p> <p>Teachers, Lead</p>
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Professional learning/distributed leadership/Building Capacity	Teachers set one professional growth goals linked to PDU priorities (balanced literacy and/or formative assessment practices).	Growth plans have evidence of appropriate goals during growth plan conversations.	2017 – 2020	Teachers
	CLT will explore information regarding possible PLC team growth goals and share with staff.	CLT will meet with Nick Munn, Supervision of Data and Accountability to review process. Follow up session with teaching staff has taken place.	2017 – 2019	Core Leadership Team
	K – 2 Teachers will be active participants in the co-teaching and coaching model as part of the Provincial Priority Delivery Unit Plans	Evidence of co-teaching through walk through observations and feedback from PDU Coaches.	2017 – 2020	K – 2 Teachers
	Provide job embedded professional learning opportunities to enhance sharing of best practices by way of release time provided by EST teachers (Resource, Literacy) to observe colleagues.	Evidence of teachers accessing this support to observing colleagues for a targeted purpose.	2017 – 2020	EST-R, EST-L, Teachers
	IVS teachers to review, collaborate and share ongoing best practices in relation to Provincial Literacy Look Fors / Balanced Literacy Program / Formative Assessment Practices at Staff Meetings.	Staff meeting agendas include this component on a regular basis. Positive feedback collected from teachers on quality of learning this provides.	2017 - 2020	Administration, Leads, Teachers

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Oral Language	<p>Kindergarten teachers will experiment with methods to include conversation stations as part of their practice to enhance the oral language skills of their students.</p> <p>K – 2 teachers will explore a variety of ways to included targeted oral language lessons in their literacy block or during Daily 5.</p> <p>K – 2 teachers will explore learning about creating “story bits” and barrier games to support oral language development.</p>	<p>Evidence of increased conversations between teachers and students.</p> <p>Professional learning session, PLC conversations on meaningful ways to incorporate Oral Language components in Daily 5 sessions.</p> <p>Resource created and available for sign out from teacher resource center.</p>	<p>2017 – 2018</p> <p>2017 – 2020</p> <p>2018 - 2020</p>	<p>Kindergarten Team, EST-L</p> <p>K – 2 Teachers, EST-L</p> <p>K – 2 Teachers, EST-L</p>
Cross Curricular	<p>IVS teachers will explore the provincial cross curricular strategy document to obtain a variety of strategies to enhance cross curricular literacy strategies.</p>	<p>Professional Learning Session/PLC time to review resources and generate cross curricular strategies by grade level teams.</p>	<p>2019 - 2020</p>	<p>Administration, Core Leadership, Teachers</p>
Formative Assessment and Data Collection	<p>Staff will explore a variety of ways to support students in setting individual learning targets in reading and/or writing (eg. CAFÉ board, Trait Wall).</p> <p>Classroom teachers explore a variety of ways to organize student progress data and maintain a body of evidence (products, observations, conversations) on student progress in literacy.</p> <p>Grade Level Teams will review literacy benchmark data (Sept., Nov., Mar.) to support setting targeted data informed team SMARTgoals.</p> <p>Grade Level Teams will meet with ESS team following each reporting period (Nov, March) to discuss team needs and potential support strategies.</p>	<p>Professional Learning Session held on topic. Evidence of teachers setting individual goals/learning focus areas with students.</p> <p>Professional Learning Session/PLC discussion on ways to collect student achievement evidence. All teachers having a data collection system in place.</p> <p>Teams have created data informed Smartgoals.</p> <p>Meetings held between grade level PLC teams and ESS teams.</p>	<p>2017 – 2020</p> <p>2018 – 2020</p> <p>2017 – 2020</p> <p>2018 - 2020</p>	<p>Administration, Teachers, EST-L, CLT</p> <p>Core Leadership Team, EST-L</p> <p>Grade Level PLC Teams</p> <p>PLC Team, ESS Team</p>

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ENDS POLICY #2

Students at Island View School will demonstrate continuous improvement in numeracy and science skills, striving to meet or exceed the targets set by ASD-S and the Province of New Brunswick

<u>Goal</u>	<u>Strategies</u>	<u>Indicator(s) of Success</u>	<u>Timeline</u>	<u>Responsibility</u>
Math				
To support teachers (use of data, assessment, and instructional practices) and students in developing numeracy and science skills.	Grade 3 – 5 Teams will use Key Skills (progressive model) for progress monitoring purposes (Nov, Jan, May) as well as determine strategy based groups for guided math, intervention and flexible groups.	Increased use of data by teachers/PLC teams to inform next steps in learning and guided math groups.	2018 – 2020	Grade 3 – 5 Teachers
	K – 2 Teams will implement the PDU numeracy plan and sustain the practices learned.	Evidence of data collection to inform instructional decisions (eg. PLC discussions, student groupings).	2017 – 2020	K – 2 Teachers
	Classroom teachers explore a variety of ways to organize student progress data and maintain a body of evidence (products, observations, conversations) on student progress in numeracy.	Professional Learning Session/PLC discussion on ways to collect student achievement evidence. All teachers having a data collection system in place.	2018 – 2020	K – 5 Teachers, Core Leadership Team, EST-L
	Grade Level Teams will review numeracy benchmark/formative assessment data (Sept., Nov., Mar.) to support setting targeted data informed team SMARTgoals.	Team created data informed Smartgoals.	2017 - 2020	Grade Level PLC Teams
	Grade Level Teams will meet with ESS team following reporting periods (Nov, March) to discuss team needs and potential support strategies.	Meeting between PLC and ESS held.	2018 - 2020	Grade Level PLC Teams, ESS Team

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Professional Learning	Create job embedded professional learning opportunities to enhance sharing of best practices. School release time will be available to staff to observe colleagues during instructional time by way of support of instructional leads/coaches as well as resource and methods teachers.	Evidence of this support been accessed for targeted purposes	2017 - 2020	EST-R, EST-N
	Math Journals K – 5 (using pics, numbers, words to explain their thinking for each question) and higher order questions.	Evidence of frequent use of math journals which include challenging higher order questions.	2018 - 2020	K – 5 Teachers, EST-N
Science	Teachers will access Science Lead support in to assist in planning a variety of hands on activities for each grade that support the curriculum and specifically the key science skills (eg. Classifying, Observations, Testing Hypothesis). Teachers will explore available resources on the portal to support effective and engaging science lessons (eg. learning packages).			

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ENDS POLICY #3

Island View School will work toward continuous improvement in engaging our parent and community as partners in education.

<u>Goal</u> <u>Parent and</u> <u>Community</u> <u>Engagement</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timeline</u>	<u>Responsibility</u>
<p>To improve communication between families and school related curriculum/instructional focus, homework, class information and progress</p>	<p>Provide parents with regular updates on curriculum focus and relevant class news (minimum of once per month) via class newsletter, regular website updates or email communication.</p> <p>All Teachers will be trained in the use of School Connects and have access to email distribution lists for their class.</p>	<p>Evidence of frequent communication by teachers to families.</p> <p>Training completed and evidence of use by teachers with families</p>	<p>2017 -2020</p> <p>2018 - 2020</p>	<p>K – 5 Teachers</p> <p>Admin/Core Leadership</p>

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To increase parent engagement and support at Island View School.	<p>In consultation with PSSC, offer Parent/Family events with either a student centered focus or relevant learning on frequently requested information (eg. internet safety, resiliency, anxiety)</p>	<p>PSSC Minutes, Parent Information night held.</p>	<p>2017 – 2020</p>	<p>PSSC/ Administration</p>
	<p>In consultation with PSSC, develop a bank of parent/grandparent/community expertise and volunteer capacity to increase the involvement of community school enrichment experiences.</p>	<p>Development of a database/list of names/topics. Increase in presentations for students.</p>	<p>2017 – 2020</p>	<p>PSSC/Administration</p>
	<p>Support the coordination and encouragement of parent/grandparent participation at school during Open House through Home and School and PSSC presentations through sign up process and sharing areas requiring support.</p>	<p>Database/List created following Open House and increase in number of volunteers.</p>	<p>2017 - 2020</p>	<p>PSSC/Home and School/Admin</p>
To seek opportunities with the community to support students where addition support is needed	<p>To enhance and foster ongoing and new partnerships in the community to support enrichment activities for students.</p>	<p>Increase in the number of partnerships/experiences provided to students.</p>	<p>2017 – 2020</p>	<p>Administration/Core Leadership Team/PSSC</p>
	<p>To host a “Community Service Project” each year to promote positive social engagement in the community and further develop citizenship skills of our students.</p>	<p>Completion of Community Service Experience by students.</p>	<p>2018 - 2020</p>	<p>Core Leadership Team / Teachers</p>

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ENDS POLICY #4

All members of the Island View School Community will demonstrate continuous improvement in creating engaging positive, safe and inclusive 21st century learning environments.

Goal(s)	Strategies	Indicators of Success	Timeline	Responsibility
To strive to provide for a positive, safe and inclusive 21st century learning environments for staff and students.	ESS Meeting with grade level teams (Nov, Mar) to develop proactive strategies and collaborate on supports for staff/students not meeting behavioural expectations.	Meeting with teams have been conducted.	2018 – 2020	Grade Level PLC Teams, ESS Team
	Acquire more library books connected with principles and philosophy of inclusive practices, respect for diversity as well as titles related to First Nations culture.	Bank of titles purchased and being accessed by students/teachers.	2017 – 2018	Administration, EST-L
	To develop a plan to review behavior expectations during the school year (January, March) to follow up on our “First Weeks of School PLEP Plan”.	Plan created and implemented with note improvement in students follow expectations (TTFM data)	2018 – 2020	Core Leadership Team
	IVS Behaviour Matrix to be posted and referred to in each classroom.	Student TTFM Data reflects students understand expectations.	2017 – 2020	K – 5 Teachers
	Provide class wide and small group instruction on targeted areas (eg. social skills, behavior expectations, self-regulation)	Implementation of programming to support these skills. Improvement in TTFM behavior data.	2017 – 2020	Guidance, ESS Team

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<p>Enrichment/Stretch Learning.</p>	<p>Offer Enrichment Clusters at K – 3. Students will be given choice.</p> <p>Establish research project based learning/enrichment opportunities for grade 4 – 5 students to pursue an area of extended learning in an area of interest. Learning will culminate with the development of a product as evidence of learning.</p>	<p>Cluster Program completed. Positive student feedback collected.</p> <p>Students created products and had an opportunity to share/celebrate their learning. Positive student feedback collected.</p>	<p>2017 – 2020</p> <p>2017 - 2020</p>	<p>ESS Team, Enrichment Committee</p> <p>Grade 4 – 5 Teachers, Core Leadership Team, ESS Team</p>
<p>School Connectedness</p>	<p>We will implement the “Save One Student” program. All staff will select/be assigned one student to be a positive point of contact for during the school year.</p>	<p>Evidence of all staff assigned a student. Improved TTFM data on school connectedness.</p>	<p>2018 - 2020</p>	<p>Core Leadership Team, K 5 Teachers</p>
<p>Staff Wellness</p>	<p>Develop strategies to further enhance wellness opportunities and activities for staff.</p>	<p>Increase in number of wellness opportunities, number of participants in these opportunities and improved Perception Survey Data.</p>	<p>2017 - 2020</p>	<p>Wellness Team, Core Leadership Team, K – 5 Staff</p>
<p>Student Autonomy/Engagement</p>	<p>To seek feedback from students on school engagement and enjoyment through the use of student focus groups.</p> <p>Reflect and respond to TTFM student data and K – 5 Student Wellness Survey Data.</p>	<p>Student focus groups held and actions implemented based on their feedback.</p> <p>Staff has reflected on results and consider relevant action items based on data.</p>	<p>2018 – 2020</p> <p>2017 - 2020</p>	<p>Administration</p>

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	Guidance to support classroom teachers with the implementation of social/emotional programming with students (eg. Mind Up, WITS, Fun Friends). Teachers to complete one lesson per month.	Improvements in class climate reported by teachers. Improved TTFM data	2017 - 2020	Guidance, K – 5 Teachers