

# *Morna Heights School*



— Home of the Huskies

## *School Improvement Plan 2015 – 2018*

*SCHOOL IMPROVEMENT PLAN  
FOR  
Morna Heights School  
Draft Copy ~ 2015-2018*

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***SCHOOL PROFILE***

Morna Heights School is an elementary school located at 80 Chalmers Drive in the city of Saint John. The building was constructed in 1963. The school serves a population of approximately 105 students in Grades K-5. The boundaries of the school zone stretch from Bay Street (South Bay) to St. Matthew's Church (Grandbay). Since Morna Heights School is located in a rural area, the majority of the student body is bused to and from school.

Programs within the school include intramural sports, walking club, lunch and breakfast programs, extracurricular sports (cross country, track and field, jamborees), Peer Helpers, and Green Team. Many of these programs would not be possible without community support. Volunteerism allows greater enrichment and activity in our students' lives. School projects are also financed in part and supported by The Crane Mountain Landfill, and community leaders such as the Tabatha Foster and Tara Safford (who host fitness groups out of the school's gymnasium) or The Morna Heights Home and School.

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***MISSION STATEMENT***

**To help the children in our community develop a love for learning; which will allow them to become critical thinkers and skilled communicators who become responsible citizens of the world.**

***VISION STATEMENT***

**To provide all the students with the tools to become responsible, lifelong learners, in the global community.**

**Process of Developing the School Improvement Plan:** The SIP is a result of the collaboration between teachers and parents. The process involves identifying our vision for the school and creating SMART goals in the areas of Math, Science and Literacy.

**Process of Monitoring the School Improvement Plan:** The SIP is a living document which requires it to be monitored frequently by staff, such as our core leadership team, as well as by the PSSC. The SIP is a standing item on all staff meeting and PSSC agendas. This will ensure that it informs our decisions about PD / special events and contributes to the Positive Learning Environment. It also allows for input on any changes that may be required.

**Formal Documents referred to in determining plan:**

Classroom and District benchmarks

Provincial assessment results

District assessment results-School Review results

Tell them From Me Survey

ASD-S Ends Policy

Teacher Satisfaction Surveys

New Brunswick Student Wellness Survey

## *Literacy – Speaking and Listening* 2015-2018

*Goal: To provide meaningful opportunities for students to practice oratory skills.*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Students will be given public speaking opportunities both inside the classroom and within the school community. Examples are: morning announcements, readers' theatre etc.	2016-2017	Teachers Admin. Assistant Principal Students	Student oral proficiency according to speaking and listening standards. All students without a PLP will receive appropriate achievement or above on content
2) Improve speaking and listening through more opportunities for oral collaboration (ex. Drafting ideas for writing with a partner).	2016-2017	Teachers Students	Student oral proficiency according to speaking and listening standards. All students without a PLP will receive appropriate achievement or above on content.
3) Bi-yearly, K-5 classes will participate in a school and district based heritage fair. Students will create projects that reflect research, writing and presenting skills.	2015-2016	Students Teachers Parents Principal Mentors	Bi -Yearly school fair with quality projects.
4) Bi-yearly, K-5 classes will participate in a school based science fair. Students will create projects to learn and implement the scientific method. Students will present their findings and discoveries (showcasing higher order thinking) to the school community.	2015-2016	Student Teachers Parents Principal Mentors	Bi- Yearly school fair with quality projects.
5) Students will be given opportunities to improve speaking and listening skills by collaborating with other classrooms and possibly students from other countries via skype (or other communications technology).	2017-2018	Student Teachers Principal Mentor	Technology is available and at least 2 or 3 classrooms collaborating consistently via skype.

## *Literacy – Writing and Representing 2015-2018*

*Goal: To improve student writing through the targeted teaching of the 7 traits of writing and associated strategies / writing forms.*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Teachers will include in their print rich environment The Six Traits of writing strategies and the writing process. These will be used to inform instruction as well as to track student progress.	2017-2018	Teachers Principal Mentors	90% of students without a PLP will receive appropriate achievement on all write traits. They will also consistently create and work toward individual goals.
2) Teachers will implement and consistently use the Writer's Workshop model.	2015-2016	Teachers Principal Mentors	90% of students without a PLP will receive appropriate achievement on all write traits. Process Writing and anchor charts will be evident in the hallways and classes.
3) Teachers will include formalized guided writing sessions in their Literacy blocks. Teachers will organize these sessions according to student weaknesses and needs (target specific areas of concern based on formative data).	2016-2017	Teachers Principal Mentors	90% of students without a PLP will receive appropriate achievement on all write traits. At least 30% of guided instruction will be guided writing.
4) Teacher's will promote and plan cross curricular writing assignments / units. The learning experiences will include problem-based and project-based opportunities.	2015-2016	Teachers Principal Mentors	Writing standards will be emphasized and assessed throughout subject areas. Samples of Cross-Curricular Lessons will be kept in the office.
5) Teachers will equip students with strategies to analyze their own learning and cooperatively decide on next steps.	2017-2018	Teachers Principal Mentors	90% of students without a PLP will receive appropriate achievement on all write traits. They will also consistently create and work toward individual goals. Students will use strategy based language.
6) Teachers will create / choose anchor sets to demonstrate writing standards for each grade.	2017-2018 Sample collection 2015-2016	Teachers Students Mentors	Anchor sets created and posted in every

			classroom; based on grade and genre.
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## *Literacy – Reading and Viewing 2015-2018\**

*Goal: To implement effective and targeted instructional practices to meet the diverse needs of all students.*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Teachers will use timely and efficient formative assessment practices in order to ensure meaningful intervention (use of benchmark data, running records).	2015-2016	Teachers Principal Mentors	90% of students without a PLP will reach suggested grade level reading criteria. Informed Intervention / Guided Reading represent at least 30% of guided instruction. Creation of Common Formative Assessments.
2) Students will have reading response journals and will include entries, minimum once per week. Response journals must focus on comprehension (strategies) and writing standards.	2015-2016	Teachers Principal Mentors Students	CAFÉ strategies are posted in classrooms. 10 -20% gradual improvement in critical thinking / comprehension scores on Benchmarks. Increased number of students scoring superior on the grade 2 assessments (currently 10%).
3) Teachers will consistently use choice and differentiate instruction through the implementation of the Daily 5 and the CAFE strategies.	2015-2016	Teachers Principal Mentors	Decrease in classroom disruptions. CAFÉ strategies are posted in classrooms. 10 -20% gradual improvement in critical thinking / comprehension scores on Benchmarks. Teachers include (on average) 2 guided instruction sessions per day.
4) Implementation of the ELF program.	2015-2016	Volunteers Principal Grade 2 Teacher Parents	Selected Grade 2 students will take part in the ELF program for 10 weeks and data will be collected on their progress.
5) Teachers will equip students with strategies to analyze their own learning and cooperatively decide on next steps.	2016-2017	Teachers Principal Mentors	CAFÉ strategies are posted in classrooms. 90% of students without a PLP are reading at an

			appropriate level. They will also consistently create and work toward individual goals
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## *Math* 2015-2018

*Goal: To implement effective, integrated and differentiated Mathematics instruction.*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Teachers will use resource personnel and Math Mentors to support the implementation of effective and integrated instruction (the investigative approach, Daily 5 Math, journaling, use and creation of Math games, remediation for students).	2016-2017	Teachers Mentor Principal	Use of uniform formative assessments; such as journals, benchmarks and checklists. 90% of students without a PLP will receive appropriate or strong achievement in mathematics strands on Provincial assessments. Teachers will implement guided instruction.
2) Teachers will identify any student weaknesses in the performance of math outcomes and provide opportunities for small group instruction / remediation. (may refer to resources such as First Steps in Math and Prime Math).	2016-2017	Teachers Mentor Principal	Teachers will implement guided instruction (at least once per week) based on Learning Styles and individual student weaknesses. Benchmarks in numeration will be implemented at all levels.
3) Teachers will implement Daily 5 Math or Math Workshop models at least once per week in their classrooms.	2015-2016	Teachers Mentor Principal	Teachers will implement Daily 5 or Math Workshop models weekly. 90% of students without a PLP will receive appropriate or strong achievement in mathematics strands.
4) Teachers will increase student engagement in Mathematics instruction by incorporating relevant literature / picture books, math challenges (bi-monthly), allowing students to participate in real life learning, and making instruction / application fun (Math Olympics 3-5).	2016-2017	Teachers Mentor Principal	Teachers will use differentiated resources and relevant materials will be purchased for K-5 use.
5) Teachers will create and implement weekly math journal lessons which give students the opportunity to integrate learning and demonstrate knowledge of curricular outcomes.	2015-2016	Teachers Mentor Principal	90% of students without a PLP will receive appropriate or strong achievement in mathematics strands

			<p>on Provincial assessments. Students will answer open ended / explain your thinking questions efficiently on benchmarks and in daily work.</p>
<p>6) Teachers will encourage the use of mental math strategies through the use of games, math circles, timed mental math tests and journals.</p>	<p>2015-2016</p>	<p>Teachers Mentors Principal</p>	<p>90% of students without a PLP will receive appropriate or strong achievement in the mental math strands on provincial assessments.</p>

## **SCIENCE/ TECHNOLOGY**

### **2015-2018**

*Goal: To expose students to and emphasize real world, inquiry based learning in accordance with 21<sup>st</sup> century learning principles.*

<i>Strategies</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Teachers will incorporate technology into the classroom to enhance student learning ( <i>ipads, smart boards, and laptop /desktop computers</i> ).	2016-2017	Teachers Mentor Principal	Technology will be used consistently in most subjects to enhance learning.
2) The school will update the website to include home connections, links to community activities, and learning opportunities in a virtual environment.	2017-2018	Principal Mentor	The website will be current and useful to parents, students and staff.
3) Teachers will use science manipulatives / hands on activities to enhance instruction.	2016-2017	Principal Teachers Mentor	Hands on activities are consistently used in science and samples of lesson plans will be collected by the office. Relevant Science manipulatives are purchased for classroom use.
4) Bi-yearly, K-5 classes will participate in a school science fair. Students will create projects to learn and implement the scientific method. Students will present their findings and discoveries (showcasing higher order thinking) to the school community.	2015-2016	Principal Teachers Mentor Parents Students	Bi- Yearly school fair with quality projects.
5) Teachers will use real life experiences and the physical environment to enhance specific curricular outcomes. For example: investigating rocks / minerals, growing / creating a garden and identifying plants in the school yard. This will also promote the use of the outdoor classroom.	2016-2017	Principal Teachers Mentor	Hands on activities are consistently used in science and samples of lesson plans will be collected by the office. Engagement levels are 85% or above on Tell Them From Me or Wellness Surveys.
5) Students will be given opportunities to improve speaking and listening skills by collaborating with other classrooms and possibly students from other countries via skype (or other communications technology).	2017-2018	Student Teachers Principal Mentor	Technology is available and at least 2 or 3 classrooms collaborating consistently via skype.

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## *Positive Learning Environment Plan*

*2015 – 2018*

## *Positive Learning Environment Plan 2015-2018\**

*Goal: To ensure that students have a safe and positive learning environment as well as to nurture student independence/ leadership qualities.*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Implement WITS anti-bullying program for K-5. Go noodle?	2015-2016	Teachers Students Parents Principal Community members	Teachers will be trained in WITS. Parents will participate in learning opportunities. Community Leaders will visit the school and participate in assemblies. Peer mentors will help to eliminate bullying through WITS and LEADS. Tell Them From Me Surveys will report a decrease in bullying behaviour.
2) K-2 & 3-5 PLC groups will add lesson plans or activities each year that directly relate to the WITS program and include it in the WITS resource area.	2016-2017	Teachers	New lessons for the Wits resource area will be created and teachers will use mentor texts for guidance and literacy.
3) Provide enrichment opportunities for students using the expertise, talents and skills of community members, professionals, and staff. These may include: computer coding, author writing, Junior Achievement and an enrichment block at the end of the year.	2016-2017	Staff Principal Community Members	Enrichment Blocks, clubs, and other extra-curricular activities will expose students to a variety of interests and <i>real life</i> experiences. Tell Them From Me and Wellness Surveys will reflect student participation and connectedness.
4) Celebrate student academic accomplishments once per month during assemblies and on a foyer bulletin board.	2015-2016	Staff Principal Mentors	List of Assembly Themes and winners edited / created and given to staff. Classrooms are given the responsibility of hosting 1 assembly per year.
5) Encourage student leadership through peer mentors, student led activity groups and shared responsibility for assembly presentations.	2016-2017	Teachers Principal Mentors	Peer Mentors will be given increased responsibility: office club, lunch time supervision, fluoride

			preparation, morning announcements, student led activities with only teacher sponsorship. This will be reflected in Tell Them From Me and Wellness Surveys.
6) Implementation of stretch learning opportunities.	2017-2018	Teachers Principal Mentors	Teachers will triangulate data to combine students in learning groups not based on grade. Teachers will “team teach” specific outcomes.
7) Teachers will Implement Universal Design for Learning when creating Unit Plans.	2017-2018	Teachers Principal Mentors	The Learning environment supports the active involvement of and inclusion of every student. Instruction of curriculum outcomes are differentiated to meet the learner’s needs. 90% of students will perform at an appropriate or superior level on benchmarks, district assessments, and on in class assignments.
8) Teachers will document UDL practices in their lesson plans.	2016-2017	Teachers	Lesson plans will efficiently document UDL strategies and differentiated practices in line with curricular outcomes.
9) In accordance with Attendance Matters (a district initiative), Morna Heights will implement a safe arrival program. Teachers will send the names of absent students to the office and the Admin Assistant will phone parents/ guardians to determine why the child is absent.	2015-2016	Teachers Admin Assistant	This will become a routine practice. Attendance and tardiness will improve.

## *Professional Development 2015-2018*

*Goal: To ensure our school has an inviting, safe environment that respects diversity and inclusive practices.*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) All staff to be educated in strategies and procedures for dealing with specific students who have aggressive or social emotional or behavioral issues.	As needed	Core Leadership Team Principal Mentors Subject Coordinators	Teacher Surveys will indicate confidence in dealing with “special needs” students and an understanding of crisis intervention strategies.
2) Teachers will receive in-service on Autism and strategies to use in the classroom for those on the Autism Spectrum.	As needed	Principal Core Leadership Team Mentors Subject Coordinators	Teachers and EAs feel confident in their knowledge of Autism and ability to work with ASD students.
3) At least 50 % of permanent staff to be trained in CPR and First Aid.	2015-2016	District Teachers and Principal	Staff will receive certification.
4) All staff should have the opportunity to visit other classrooms and schools to increase collaboration and problem solving opportunities.	2016-2017	Teachers District Mentors and Subject coordinators	Teachers will be given release time to collaborate with and view other teachers. This is an opportunity to problem solve and improve instruction / understanding of best practices.
5) Support from mentors, resource and administration to encourage the use of UDL and application of differentiated practices.	2015-2016	Teachers District Mentors Subject Coordinators	Teachers will incorporate UDL practices on a more consistent basis culminating in full implementation by June 2018
6) The school will host forums to enable parents to assist their child’s learning.	2016-2017	Teachers District Mentors Subject Coordinators	Host a Math and Literacy Night (Fall and Spring terms). Include guest speakers for parents. Kick off to Kindergarten activities already in place.