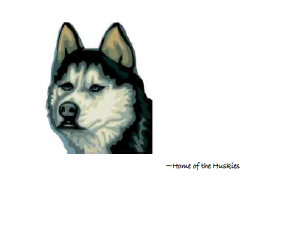
*Morna Heights School*



|  |
| --- |
| *School*  *Improvement*  *Plan*  *2019 – 2022* |

*SCHOOL IMPROVEMENT PLAN*

*FOR*

*Morna Heights School*

*Draft Copy ~ 2019-2022*



***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 75 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), and Peer Helpers. Many of these programs would not be possible without community support. Volunteerism allows greater enrichment and activity in our students’ lives. School projects are often financed or supported by the greater River Valley Community and through organizations such as The Crane Mountain Landfill and The Morna Heights Home and School.



***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

***Ends policy 1: Morna Heights School, children and staff will provide a safe, healthy and inclusive learning and working environment for children and staff***



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Baseline** | **Indicators of Success** | **Targeted Research-Based Strategies/Actions** | **Monitoring & Accountability** | **Responsibility/**  **Timeline** | **Progress notes** |
| Tell Them From Me Surveys  Wellness Survey  Teacher Perception Survey  Staff PBIS survey  Powerschool | 1.1 **To improve the quality of the positive learning and working environment.** | \*Expand “Positive Behaviour Intervention and Supports” (PBIS) \*Enhance capacities of school based “Education Student Support Teams” (ESST),  \*Improve the quality of alternative education (PLPs, IBSPs) / differentiation  \*Expand knowledge of SEL for students and staff | Use of Behavioural tracking – EAs trained by resource / leads spring 2020  Daily lesson plans for students on PLPs June 2019  Consistent Referrals to Behaviour Mentors and C&Y with follow up (June 2019)  New PLP forms Sept 2019  PL sessions sponsored by Core Leadership – part of the Core leadership monthly agendas (Fall 2019)  Use of PBIS Framework – implemented by Sept 2019  Creation of SEL Library and Lesson Plans – explicit teaching – Dec. 2019 | 2019-2020  Resource Teacher  ESST  Teachers  EAs  Principal |  |
| Wellness Survey  Policy 711  ASD-S Ends Policy  Student Survey | 1.2 **To increase healthy eating in the schools** | \* Have monthly healthy food breaks - snack attack  \*Invite guest speakers to discuss healthy eating with students  \*Improve quality of food offered in our lunch and breakfast programs | Follow policy 711 – New Lunch and Breakfast programs implemented Oct 2018  Apply for and Use Wellness Grant money to enhance student knowledge of nutrition June 2019  Guest speakers on Nutrition Fall 2019  Ensure uneaten lunch program vegetables/ fruit is sent home - ongoing | 2018-2019  Principal  Home and School  Admin Assistant  Teachers  EAs |  |

**Ends Policy 2: To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy and science.**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Baseline** | **Indicators of Success** | **Targeted Research-Based Strategies/Actions** | **Monitoring & Accountability** | **Responsibility/**  **Timeline** | **Progress notes** |
| Walk Throughs  Teacher Perception Surveys  Math Benchmarks  Primary Delivery Unit | **2.1 To improve students overall math abilities and engagement.** | \* Use data from assessments throughout the school year to drive instruction and small group instruction  \* Have all classes do a regular Math Daily 5 program | Math Benchmarks tallied and used to inform instruction Fall 2018  Use of Math Key Indicators as formative assessment. Data collection and interpretation to be demonstrated by leads  June 2019  Referrals for Leads - ongoing  Creation of a bank of Math Games Stored in the resource room for lending / use – June 2020  PLC goals to focus on SEL, Math and Lang, Arts – growth plan pilot project (Sept. 2018)  Electronic Data Wall published 3 times per year – ongoing  Math Night – 1x per year with presentations on curriculum for parents – Nov 2018 | 2019-2020  Math Leads  PLC  Teachers  Principal  Resource Teacher |  |
| Reading Benchmarks  Grade 2 and 4 Provincial Assessments  Primary Delivery unit  Walk Throughs | **2.2 To improve reading abilities for all students** | \* Modernize library to include technology and STEM - Learning Commons / e-library  \* Use data and combination of formative and summative assessment to guide instruction  \* Provide opportunities for students to read in a multi-age capacity | Reading Buddies -ongoing  Purchase or Creation of STEM kits – December 2020  Move Technology to the Library (functioning deskop computers Fall 2019)  Creation of a Lego wall June 2021  Data Analysis of Benchmarks and Provincials (PLC) to inform instruction – Nov 2019  Guided Reading using Bloom’s Taxonomy (focus on comprehension)  Consistent use of CAFÉ  Electronic Data wall – ongoing  Literacy Night with information on curriculum for parents – May 2019 | 2020-2021  Literacy Leads  Teachers  Principal  Resource Teacher  PLC |  |
| Walk Throughs  Writing Benchmarks  Primary Delivery Unit  Formative Assessments  TTFM survey | **2.3 To improve students' writing skills and engagement** | \*Writing celebrations  \*Enhancing the writing continuum: focus on introducing, modelling, teaching, and developing writing genres (Balanced Literacy) | Author Circles used weekly in classrooms  Literacy Night with information on curriculum for parents – May 2019  Focus on Traits and Writer’s Workshop Model – implemented consistently in all classrooms Spring 2020  Consistent use of Graphic organizers and Writing Continuum – Fall 2020  Writing celebrated on Announcements- Fall 2019  Revamp Common Marking (PLC) – Fall 2020  Data Wall - ongoing | 2020-2021  Teachers  Literacy leads  Principal  PLC  Resource Teacher |  |

**Ends Policy 3: To increase engagement of children by embedding competencies such as critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Baseline** | **Indicators of Success** | **Targeted Research-Based Strategies/Actions** | **Monitoring & Accountability** | **Responsibility/**  **Timeline** | **Progress notes** |
| Tell Them From Me Surveys  Wellness Surveys  Powerschool  PBIS survey | **3.1 To create tomorrow's leaders** | \* Continue to support a student leaders program  \* Involve students in assessment and rubrics  \* Use technology with teaching  \* Guest Speakers for Career Week to highlight innovative professions and entrepeneurship (focus on global competencies).  \* Suggestion box for classroom and school improvement. | Creation of suggestion box and discussion of contents during staff meetings beginning April 2020  Consistent tech as needed and choice of student presentation format (sign out page for iPads, multi-media presentations encouraged for Science and Heritage Fairs)  Guest speakers  Introduction of global competencies to staff and students – Social Studies Lead Fall 2019  Co-creation of rubrics to increase students’ understanding of marking criteria in grades 2-5 Fall 2020  Trait and CAFÉ boards used consistently Spring 2020  Student leader Program Sept. 2019 | 2020  Principal  Teachers  Core Leadership |  |
| ASD-S Ends Policy  Student Interest Surveys  Inventory of current technology / 21st century teaching pedagody | **3.2 To build continued interest in STEM** | \* Science fair  \* Bring more technology into the school as a learning tool  \* Incorporate Science / technology activities into soft entry  (grades 3-5)  \*STEM learning - learning commons | Code Mobile March 2019  STEM kits purchased by December 2020  Soft Entry / Exit centers in place 2019; incorporating critical thinking strategies and curriculum by Sept. 2020  Update Library / Learning Commons  Emphasis on critical thinking – Bloom’s taxonomy added to Handbooks / benchmarks June 2021  Assistive Tech used consistently for PLP students  Project based learning across all grade levels at least 2x per year | 2020-2021  Principal  Science Lead  Teachers |  |

**Ends Policy 4: To provide opportunities for the staff to learn about mental health issues in children and youth and to promote school and district initiatives that promote mental fitness.**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Baseline** | **Indicators of Success** | **Targeted Research-Based Strategies/Actions** | **Monitoring & Accountability** | **Responsibility/**  **Timeline** | **Progress notes** |
| Powerschool  Staff PBIS survey  Teacher Perception Surveys  ASD-S Ends Policy  EMO / Work Safe NB review | **4.1 To improve the quality and focus of PL** | \* Expand MHFA training to school-based staff  \* Make sure 70% of staff are trained in First Aid  \* Professional learning for staff to be discussed by a core leadership team.  \* Use of C&Y team (social work) to better inform staff on Proactive Mental Health Practices.  \* Use of District personnel such as Behaviour, Guidance, Diversity and Respect Leads to inform instruction. | First Aid Training January 2019  PL from C&Y Partners on relevant topics (2-3)  Monthly Core Leadership Team meetings  Referrals to Behaviour and Respect/ Diversity Leads (as needed)  Implementation of PBIS and training on targeted areas to be implemented Sept. 2019  MHFA – release time for 2 teachers  SEL training from Province and District leads | 2020-2021 and ongoing  Core Leadership Team  District Leads  Principal  ESST / C&Y |  |
| Walk Throughs  PBIS initiative to align data.  Priority Delivery Unit  Goals | **4.2 Staff will develop Professional Growth plans partly based on PDU and the District Improvement Plan** | \* Adopt School Growth Pilot Project  \* Data Alignment  \* Co-teaching and sharing of skills  \* Integration of content area instruction | Adoption of Priority Delivery Unit and Growth pilot October 2019  Co-teaching more consistently by December 2019 | 2018-2019  Principal  District Leads  Teachers |  |

**Ends Policy 5: Morna Heights School will adopt appropriate administrative procedures and strategies to ensure respect for human rights, support diversity and address discrimination.**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Baseline** | **Indicators of Success** | **Targeted Research-Based Strategies/Actions** | **Monitoring & Accountability** | **Responsibility/**  **Timeline** | **Progress notes** |
| ASD-S Ends Policy  Reconciliation Commission  Review of Library Material  TTFM survey | **5.1 To improve diversity of learning through different cultures** | \*Acquire more books and resources connected with First Nations  \* Increase cultural presentations in the school.  \* Heritage Fair | Purchasing of new library books 10-15  Cultural Presentations  Yearly  Heritage Fair bi-yearly  Project based learning – projects to be assigned 2X per year by spring 2021 | 2020-2021  Core Leadership  Home and School  Teachers  Principal  Social Studies Lead |  |
| TTFM survey  ASD-S Ends Policy | **5.2 To recognize different societies and people in Canada** | \* Guest speakers  \* Promote positive education strategies / celebrate.  \* Strengthen partnerships with local First Nations/ French/ New comer communities | SEL strategies taught to students and staff (lending library and lesson plans created by Dec 2019)  Cultural Presentations yearly and Hands on workshops on Native Arts / crafts for Enrichment block | 2020-2021  Teachers  Principal  District Leads |  |
| Power School  Playground Data / PLR  TTFM  Wellness Survey  Teacher Perception Survey  PBIS Staff Survey | **5.3 To improve the quality of the positive learning and working environment.** | \* Expand PBIS in schools and restorative practices training  \* Establish a calming area and classroom access to multi-sensory tools  \* Increase parent involvement via feedback, suggestions, and Home and School/ PSSC meetings | PBIS to be planned and implemented by September 2019  Sensory items and fidgets purchased by March 2019  PSSC involved in the creation and editing of this document. Parents to be involved in Enrichment block and potentially clubs for 40 minutes per week.  Connection Groups | Sept. 2019  PBIS Team  Teachers  Resource  EAs  Principal |  |

**Ends Policy 6: The Morna community will promote the value of education through effective partnerships and positive pro-active communication.**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Baseline** | **Indicators of Success** | **Targeted Research-Based Strategies/Actions** | **Monitoring & Accountability** | **Responsibility/**  **Timeline** | **Progress notes** |
| TTFM (enrichment / clubs)  ASD-s Ends Policy  Provincial Assessments  PBIS Staff Survey | **6.1 To establish partnerships with outside groups to aid the curriculum** | \*Pursue ways to introduce coding to students  \*Project based learning opportunities  \*Guest speakers  \*ISD - Child and Youth  \* Crane Mountain  \* ELF | Code Mobile visit March 2019  Project based learning at least 2x per year Spring 2021  Guest Speakers for Career week from community businesses as well as parents. -2020  ELF – ongoing  Crane Mountain – landfill visits and grants – ongoing  Natural Resources presentations yearly for grade 4 | 2021  Teachers  EAs  Community  District Leads  ELF  Natural Resources Canada  Admin Assistant  Principal |  |
| TTFM  Wellness Survey  School Usage  PBIS Staff Survey | **6.2 To establish partnerships with families / community of Morna Heights** | \*Enrichment activities  \* UNB and Harbourview Mentors  (from the area) | Enrichment activities (4 week block) – for students.  Mentorship program  Career Week Presentations  Math / Literacy and Heritage Nights + relevant Presentations  Community Use of the school | June 2020  Teachers  Community  District Leads  Admin Assistant  EAs  Principal |  |
| TTFM  Speaking and Listening Standards  District Ends Policy | **6.3 To provide meaningful opportunities for speaking and listening** | \*Annual Science Fair/Heritage Fair  \*Soft entry program for all grades  \* public speaking opportunities | Student Leaders – Announcements  Class control of Assemblies  Classroom Oral presentations  Inclusion of oral presentations in Assemblies  Speakers for Christmas, Remembrance Day and Year End Ceremonies | December 2020  Teachers  Community  District Leads  EAs  Admin Assistant  Principal |  |