

Morna Heights School



— Home of the Huskies

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
<p>Tell Them From Me Surveys</p> <p>Wellness Survey</p> <p>Teacher Perception Survey</p> <p>Staff PBIS survey</p> <p>Powerschool</p>	<p>1.1 To improve the quality of the positive learning and working environment.</p>	<p>*Expand “Positive Behaviour Intervention and Supports” (PBIS)</p> <p>*Enhance capacities of school based “Education Student Support Teams” (ESST),</p> <p>*Improve the quality of alternative education (PLPs, IBSPs) / differentiation</p> <p>*Expand knowledge of SEL for students and staff</p>	<p>Use of Behavioural tracking – EAs trained by resource / leads spring 2020</p> <p>Daily lesson plans for students on PLPs June 2019</p> <p>Consistent Referrals to Behaviour Mentors and C&Y with follow up (June 2019)</p> <p>New PLP forms Sept 2019</p> <p>PL sessions sponsored by Core Leadership – part of the Core leadership monthly agendas (Fall 2019)</p> <p>Use of PBIS Framework – implemented by Sept 2019</p> <p>Creation of SEL Library and Lesson Plans – explicit teaching – Dec. 2019</p>	<p>2019-2020</p> <p>Resource Teacher</p> <p>ESST</p> <p>Teachers</p> <p>EAs</p> <p>Principal</p>	

<p>Wellness Survey</p> <p>Policy 711</p> <p>ASD-S Ends Policy</p> <p>Student Survey</p>	<p>1.2 To increase healthy eating in the schools</p>	<p>* Have monthly healthy food breaks - snack attack</p> <p>*Invite guest speakers to discuss healthy eating with students</p> <p>*Improve quality of food offered in our lunch and breakfast programs</p>	<p>Follow policy 711 – New Lunch and Breakfast programs implemented Oct 2018</p> <p>Apply for and Use Wellness Grant money to enhance student knowledge of nutrition June 2019</p> <p>Guest speakers on Nutrition Fall 2019</p> <p>Ensure uneaten lunch program vegetables/ fruit is sent home - ongoing</p>	<p>2018-2019</p> <p>Principal</p> <p>Home and School</p> <p>Admin Assistant</p> <p>Teachers</p> <p>EAs</p>	
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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
<p>Walk Throughs</p> <p>Teacher Perception Surveys</p> <p>Math Benchmarks</p> <p>Primary Delivery Unit</p>	<p>2.1 To improve students overall math abilities and engagement.</p>	<p>* Use data from assessments throughout the school year to drive instruction and small group instruction</p> <p>* Have all classes do a regular Math Daily 5 program</p>	<p>Math Benchmarks tallied and used to inform instruction Fall 2018</p> <p>Use of Math Key Indicators as formative assessment. Data collection and interpretation to be demonstrated by leads June 2019</p> <p>Referrals for Leads - ongoing</p> <p>Creation of a bank of Math Games Stored in the resource room for lending / use – June 2020</p> <p>PLC goals to focus on SEL, Math and Lang. Arts – growth plan pilot project (Sept. 2018)</p> <p>Electronic Data Wall published 3 times per year – ongoing</p> <p>Math Night – 1x per year with presentations on curriculum for parents – Nov 2018</p>	<p>2019-2020</p> <p>Math Leads</p> <p>PLC</p> <p>Teachers</p> <p>Principal</p> <p>Resource Teacher</p>	

<p>Reading Benchmarks</p> <p>Grade 2 and 4 Provincial Assessments</p> <p>Primary Delivery unit</p> <p>Walk Throughs</p>	<p>2.2 To improve reading abilities for all students</p>	<p>* Modernize library to include technology and STEM - Learning Commons / e-library</p> <p>* Use data and combination of formative and summative assessment to guide instruction</p> <p>* Provide opportunities for students to read in a multi-age capacity</p>	<p>Reading Buddies - ongoing</p> <p>Purchase or Creation of STEM kits – December 2020</p> <p>Move Technology to the Library (functioning desktop computers Fall 2019)</p> <p>Creation of a Lego wall June 2021</p> <p>Data Analysis of Benchmarks and Provincials (PLC) to inform instruction – Nov 2019</p> <p>Guided Reading using Bloom’s Taxonomy (focus on comprehension)</p> <p>Consistent use of CAFÉ</p> <p>Electronic Data wall – ongoing</p> <p>Literacy Night with information on curriculum for parents – May 2019</p>	<p>2020-2021</p> <p>Literacy Leads</p> <p>Teachers</p> <p>Principal</p> <p>Resource Teacher</p> <p>PLC</p>	
<p>Walk Throughs</p> <p>Writing Benchmarks</p> <p>Primary Delivery Unit</p> <p>Formative Assessments</p> <p>TTFM survey</p>	<p>2.3 To improve students' writing skills and engagement</p>	<p>*Writing celebrations</p> <p>*Enhancing the writing continuum: focus on introducing, modelling, teaching, and developing writing genres (Balanced Literacy)</p>	<p>Author Circles used weekly in classrooms</p> <p>Literacy Night with information on curriculum for parents – May 2019</p> <p>Focus on Traits and Writer’s Workshop Model – implemented consistently in all classrooms Spring 2020</p> <p>Consistent use of Graphic organizers and Writing Continuum – Fall 2020</p> <p>Writing celebrated on Announcements- Fall 2019</p>	<p>2020-2021</p> <p>Teachers</p> <p>Literacy leads</p> <p>Principal</p> <p>PLC</p> <p>Resource Teacher</p>	

			Revamp Common Marking (PLC) – Fall 2020 Data Wall - ongoing		
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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 entrepreneurship (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'	2020 Principal Teachers Core Leadership	

			<p>understanding of marking criteria in grades 2-5 Fall 2020</p> <p>Trait and CAFÉ boards used consistently Spring 2020</p> <p>Student leader Program Sept. 2019</p>		
<p>ASD-S Ends Policy</p> <p>Student Interest Surveys</p> <p>Inventory of current technology / 21st century teaching pedagogy</p>	<p>3.2 To build continued interest in STEM</p>	<ul style="list-style-type: none"> * 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 	<p>Code Mobile March 2019</p> <p>STEM kits purchased by December 2020</p> <p>Soft Entry / Exit centers in place 2019;</p> <p>incorporating critical thinking strategies and curriculum by Sept. 2020</p> <p>Update Library / Learning Commons</p> <p>Emphasis on critical thinking – Bloom’s taxonomy added to Handbooks / benchmarks June 2021</p> <p>Assistive Tech used consistently for PLP students</p> <p>Project based learning across all grade levels at least 2x per year</p>	<p>2020-2021</p> <p>Principal</p> <p>Science Lead</p> <p>Teachers</p>	

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
<p>Powerschool</p> <p>Staff PBIS survey</p> <p>Teacher Perception Surveys</p> <p>ASD-S Ends Policy</p> <p>EMO / Work Safe NB review</p>	<p>4.1 To improve the quality and focus of PL</p>	<ul style="list-style-type: none"> * 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. 	<p>First Aid Training January 2019</p> <p>PL from C&Y Partners on relevant topics (2-3)</p> <p>Monthly Core Leadership Team meetings</p> <p>Referrals to Behaviour and Respect/ Diversity Leads (as needed)</p> <p>Implementation of PBIS and training on targeted areas to be implemented Sept. 2019</p> <p>MHFA – release time for 2 teachers</p> <p>SEL training from Province and District leads</p>	<p>2020-2021 and ongoing</p> <p>Core Leadership Team</p> <p>District Leads</p> <p>Principal</p> <p>ESST / C&Y</p>	
<p>Walk Throughs</p> <p>PBIS initiative to align data.</p> <p>Priority Delivery Unit Goals</p>	<p>4.2 Staff will develop Professional Growth plans partly based on PDU and the District Improvement Plan</p>	<ul style="list-style-type: none"> * Adopt School Growth Pilot Project * Data Alignment * Co-teaching and sharing of skills * Integration of content area instruction 	<p>Adoption of Priority Delivery Unit and Growth pilot October 2019</p> <p>Co-teaching more consistently by December 2019</p>	<p>2018-2019</p> <p>Principal</p> <p>District Leads</p> <p>Teachers</p>	

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
<p>ASD-S Ends Policy</p> <p>Reconciliation Commission</p> <p>Review of Library Material</p> <p>TTFM survey</p>	<p>5.1 To improve diversity of learning through different cultures</p>	<p>*Acquire more books and resources connected with First Nations</p> <p>* Increase cultural presentations in the school.</p> <p>* Heritage Fair</p>	<p>Purchasing of new library books 10-15</p> <p>Cultural Presentations Yearly</p> <p>Heritage Fair bi-yearly</p> <p>Project based learning – projects to be assigned 2X per year by spring 2021</p>	<p>2020-2021</p> <p>Core Leadership</p> <p>Home and School</p> <p>Teachers</p> <p>Principal</p> <p>Social Studies Lead</p>	
<p>TTFM survey</p> <p>ASD-S Ends Policy</p>	<p>5.2 To recognize different societies and people in Canada</p>	<p>* Guest speakers</p> <p>* Promote positive education strategies / celebrate.</p> <p>* Strengthen partnerships with local First Nations/ French/ New comer communities</p>	<p>SEL strategies taught to students and staff (lending library and lesson plans created by Dec 2019)</p> <p>Cultural Presentations yearly and Hands on workshops on Native Arts / crafts for Enrichment block</p>	<p>2020-2021</p> <p>Teachers</p> <p>Principal</p> <p>District Leads</p>	

<p>Power School</p> <p>Playground Data / PLR</p> <p>TTFM</p> <p>Wellness Survey</p> <p>Teacher Perception Survey</p> <p>PBIS Staff Survey</p>	<p>5.3 To improve the quality of the positive learning and working environment.</p>	<p>* Expand PBIS in schools and restorative practices training</p> <p>* Establish a calming area and classroom access to multi-sensory tools</p> <p>* Increase parent involvement via feedback, suggestions, and Home and School/ PSSC meetings</p>	<p>PBIS to be planned and implemented by September 2019</p> <p>Sensory items and fidgets purchased by March 2019</p> <p>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.</p> <p>Connection Groups</p>	<p>Sept. 2019</p> <p>PBIS Team</p> <p>Teachers</p> <p>Resource</p> <p>EAs</p> <p>Principal</p>	
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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
<p>TTFM (enrichment / clubs)</p> <p>ASD-s Ends Policy</p> <p>Provincial Assessments</p> <p>PBIS Staff Survey</p>	<p>6.1 To establish partnerships with outside groups to aid the curriculum</p>	<p>*Pursue ways to introduce coding to students</p> <p>*Project based learning opportunities</p> <p>*Guest speakers</p> <p>*ISD - Child and Youth</p> <p>* Crane Mountain</p> <p>* ELF</p>	<p>Code Mobile visit March 2019</p> <p>Project based learning at least 2x per year Spring 2021</p> <p>Guest Speakers for Career week from community businesses as well as parents. - 2020</p> <p>ELF – ongoing</p> <p>Crane Mountain – landfill visits and grants – ongoing</p> <p>Natural Resources presentations yearly for grade 4</p>	<p>2021</p> <p>Teachers</p> <p>EAs</p> <p>Community</p> <p>District Leads</p> <p>ELF</p> <p>Natural Resources Canada</p> <p>Admin Assistant</p> <p>Principal</p>	
<p>TTFM</p> <p>Wellness Survey</p> <p>School Usage</p> <p>PBIS Staff Survey</p>	<p>6.2 To establish partnerships with families / community of Morna Heights</p>	<p>*Enrichment activities</p> <p>* UNB and Harbourview Mentors (from the area)</p>	<p>Enrichment activities (4 week block) – for students.</p> <p>Mentorship program</p> <p>Career Week Presentations</p> <p>Math / Literacy and Heritage Nights + relevant Presentations</p>	<p>June 2020</p> <p>Teachers</p> <p>Community</p> <p>District Leads</p> <p>Admin Assistant</p> <p>EAs</p>	

			Community Use of the school	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	