*Fundy Shores School*



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| *School Improvement Plan**2011 - 2014* |

***SCHOOL IMPROVEMENT PLAN***

***FOR***

***FUNDY SHORES SCHOOL***

***2011-2014***

***SCHOOL PROFILE***

Fundy Shores School is a K-8 rural school in District 8 servicing the communities of Dipper Harbour, Maces Bay, Chance Harbour, Lepreau, Little Lepreau, South Musquash, and Wetmore Creek. We have a strong history of being involved with our surrounding communities including many local businesses as well as Point Lepreau Nuclear Generating Station.

***MISSION STATEMENT***

The community of Fundy Shores School collaboratively fosters…

* the development of the whole individual
* a passion for lifelong learning

…in a supportive, respectful, and nurturing environment.

***Literacy – Reading Comprehension & Writing***

***2011 - 2014***

***READING***

*Goal: Deliver quality instruction using a balanced literacy approach.*

| **Strategies/Actions** | **Time** | **Responsibility** | **Indicators of success** |
| --- | --- | --- | --- |
| 1. Develop school site literacy teams.
 | 2011 onward | Teacher/Admin. | * School site literacy teams will analyze and respond appropriately to benchmark data
 |
| 1. Advocate for the fundamental importance of literacy in all subjects.
 | 2011 onward | Teachers | * Where appropriate, reading will occur in all subject areas on a regular basis
 |
| 1. Use data to evaluate, update and report on school-wide literacy initiatives.
 | 2011 onward | Teacher/Admin | * School site literacy teams will analyze and respond appropriately to benchmark data
 |
| 1. As a benchmark, formal running records and demand writing pieces will be administered in October/ November, February, April, and June.
 | 2011 onward | Teacher/Admin | * School site literacy teams will analyze and respond appropriately to benchmark data
 |
| 1. Students will participate in teacher-guided strategy groups focused on individual needs.
 | 2011 onward | Teachers | * Strategy groups will be an ongoing and apparent part of planning
 |
| 1. Each teacher is responsible for implementing the nine balanced literacy components.
 | 2011 onward (K-5) | Teachers | * Daily 5/ The Café and Miriam Trehearne used in classroom as a common practice
 |
| 1. Develop a school wide system of tracking student achievement/progress in literacy.
 | 2011 onward | Teachers | * System will be developed and implemented
 |
| 1. Students receive focused mini-lessons to move them towards independence in reading and writing.
 | 2011 onward (K-5) | Teachers | * Mini-lesson strategies will be transferred into independent work
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| 1. Classroom libraries are organized based on student interest and need.
 | 2011 onward | Teachers | * “Good-fit” and writing tools books will be easily accessible to students
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***Math***

***2011 - 2014***

*Goal: Teachers will work with students to develop student math competencies in all strands.*

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| --- | --- | --- | --- |
| *Strategies/Actions* | *Time* | *Responsibility* | *Indicators of success* |
| 1. Develop school site math teams.
 | 2011 onward | Teacher/Admin. | * School site math teams will analyze and respond appropriately to benchmark data
 |
| 1. Advocate for the fundamental importance of cross curricular math integration.
 | 2011 onward | Teachers | * Where appropriate, math will occur in multiple subject areas on a regular basis
 |
| 1. Use data to evaluate, update and report on school-wide math initiatives.
 | 2011 onward | Teacher/Admin | * School site math teams will analyze and respond appropriately to benchmark data
 |
| 1. District benchmark assessments will be administered and evaluated in all applicable grades.
 | 2011 onward | Teacher/Admin | * School site math teams will analyze and respond appropriately to benchmark data
 |
| 1. Develop a school wide system of tracking student achievement/progress in math
 | 2011 onward | Administration | * System will be developed and implemented
 |
| 1. A variety of math manipulatives are available to students.
 |  | Teachers | * The school will have manipulatives appropriate to grade level curricular outcomes
 |
| 1. Increase the use of technology in teaching math concepts.
 | Teachers | Teacher/Admin | * Regular use of technology for math instruction
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| 1. Use current best resources (i.e. Fosnot, First Steps, and CAMET) to assist in implementation and assessment of curriculum outcomes.
 | 2011 onward | Teachers | * Teachers will be actively using available resources
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***SCIENCE***

***2011 - 2014***

*Goal: Enhancing student competencies in science using authentic world applications.*



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| *Strategies* | *Time* | *Responsibility* | *Indicators of success* |
| 1. Students Grades 6-8 will participation in a yearly science fair. Top projects will be given an opportunity to participate in the district science fair.
 | 2011 onward | Teachers | * Student projects will show a strong understanding of scientific inquiry process
 |
| 1. Teachers will use resources such as science kits from the enrichment coordinator and the Discovery Education website to improve science instruction.
 | 2011 onward | Teachers | * Engaging resources are used on a daily basis
 |
| 1. School will find more opportunities science-based field trips.
 | 2011 onward | Teachers/Admin | * Field trips integrated
 |
| 1. Middle school science room student-generated learning materials such as word walls, charts, etc.
 | 2011 onward | Teachers | * Visible when walking through the classrooms
 |
| 1. Collaborate with PALS partners to promote an interest in science careers.
 | 2011 onward | Administration | * Students will understand real-world and professional connections to their science curriculum
* Science Club
 |
| 1. Classroom wall displays will be student generated.
 | 2011 onward | Teachers | * Students will use wall resources in daily classroom activities
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