

**SCHOOL IMPROVEMENT PLAN  
2013-2016**

*Grand Bay Primary & Inglewood School*

**MISSION:** Working together in an inclusive learning environment to support students in reaching their individual potential.

SPECIFIC STRATEGIES	MEASURABLE RESULT/EVIDENCE	TIMELINE	RESULTS/ACTIONS
<p><b>Goals: Will address #2 Core Improvement in the Provincial 2013-2016 Education Plan and the Inclusive Education Policy 322 - 6.2.1(2), 6.2.1(4)</b></p> <p><b>1.(A) Data Driven Decisions - Academic:</b> To collect academic data monthly, identify every student at-risk in literacy and numeracy, and implement an intervention with the goal of having 90% of struggling students receiving intervention each month.</p> <ul style="list-style-type: none"> <li>• Each teacher will submit to Mrs. Lewis a math progress class report to identify students who are below, meeting, &amp; exceeding provincial standards monthly (2 days prior to staff meeting)</li> <li>• Each teacher will submit to Mrs. Lewis a Language Arts class report to identify students who are below, meeting, &amp; exceeding provincial standards (prior to Staff meeting)</li> <li>• <b>Goal</b> - To identify students at-risk academically monthly</li> <li>• <b>Goal</b> - To implement immediate interventions and enrichment to students who are at-risk and who are meeting outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Data report is submitted monthly prior to Staff Meeting</li> <li>• Academic interventions are fluid and are updated</li> <li>• School focused decisions</li> <li>• Data collected each month indicates at least 90% of struggling students have an intervention in place</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Monthly</li> </ul>	

SPECIFIC STRATEGIES	MEASURABLE RESULT/EVIDENCE	TIMELINE	RESULTS/ACTIONS
<p><b>Policy 322 – 6.2.1(2)</b>  <b>322 – 6.2.1(4)</b>  <b>1(B) Data Driven Decisions – Behaviour</b> To collect behavioural data monthly identifying every student experiencing behavioural difficulties (poor attendance/tardiness, inappropriate behaviours, incomplete homework, class disruptions, peer relations, etc) and implement an intervention with the goal of having 90% of struggling students receiving interventions each month</p> <ul style="list-style-type: none"> <li>• Identify students monthly who are at risk behaviourally</li> <li>• In addition, each teacher will submit to Mrs. Lewis monthly Data Collection Reports on Behaviour</li> <li>• We will add strategies to our pyramid throughout the year as research/data collection occurs</li> <li>• We will have at-risk students identified and receiving an intervention within the first 6 weeks of school</li> <li>• Interventions will be on-going and fluid throughout the year and progress will be closely monitored</li> </ul>	<ul style="list-style-type: none"> <li>• ESST, PLC and staff meeting minutes indicate data collection and intervention strategies are on-going</li> <li>• All teachers are inputting data, and data is discussed at ESST, PLC and staff meetings</li> <li>• Interventions for students at risk are on-going and fluid and a schedule of interventions is updated and recorded at each ESST &amp; PLC, and staff meeting</li> <li>• Staff meeting discussion on Interventions/High Risk Status</li> <li>• 90% or more of our students will have one, or less, behaviour incidents recorded on Winschool Behaviour Tracking demonstrating that they have responded to Tier 1 intervention (i.e. best practices)</li> <li>• 80% or less of students will have 2-5 incidents recorded. They will receive Tier 2 interventions</li> <li>• 2% or less of students will have 5 or more incidents. They will receive Tier 3 interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Review</li> <li>• Monthly</li> </ul>	

SPECIFIC STRATEGIES	MEASURABLE RESULT/EVIDENCE	TIMELINE	RESULTS/ACTIONS
<p><b>GOALS: Will address #1 Core Improvement goal in the Provincial Education Policy 2013-2016 and Inclusive Education Policy and Universal Design for Learning</b></p> <p><b>2(A) Instructional - Improved Math Results</b> - It is our goal to improve the number of students reaching acceptable or above grades in mathematics at 90% by June 2015 as measured by monthly data reports, report card marks and assessment results</p> <ul style="list-style-type: none"> <li>• Collect data monthly on academic performance in Math</li> <li>• Identify students at risk monthly</li> <li>• Have interventions in place monthly for at risk students</li> <li>• Compare report card results in November, March and June to see if a 90% standard has been realized, to plan for September 2014 - Intervention and Enrichments</li> <li>• Compare historical data on specific students</li> </ul> <p><b>2(B) Instructional - Improved Reading Results</b> - It is our goal to maintain those students reaching acceptable or above grades in Reading at 90% by June 2015 as measured by monthly data report, report card marks and assessment results</p> <ul style="list-style-type: none"> <li>• Collect data monthly on academic performance in Reading</li> <li>• Identify students at risk monthly</li> <li>• Have interventions in place monthly for at-risk students</li> <li>• Compare report card results in November, March and June to see if a 90% target has been realized to plan for September 2014 Intervention and Enrichment</li> <li>• Compare historical data on specific students (grade level)</li> <li>• Interventions, Enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly data reports indicate 90% of students are at grade level</li> <li>• Report card analysis indicate 90% of students are at grade level</li> <li>• 2013-2016 PA results indicate 90% of students are at grade level</li> <li>• Students not at grade level receiving ongoing interventions</li> <li>• Monthly data reports indicate 90% of students are at grade level</li> <li>• Report card analysis indicate 90% of students are at grade level</li> <li>• Students not at grade level receiving ongoing interventions.</li> <li>• Monthly data reports indicate 90% of students are at grade level</li> <li>• Report card analysis indicate 90% of students are at grade level</li> <li>• Students not at grade level receiving ongoing interventions</li> </ul>	<ul style="list-style-type: none"> <li>• On going</li> <li>• June 2015</li> <li>• On going</li> <li>• June 2015</li> </ul>	

SPECIFIC STRATEGIES	MEASURABLE RESULT/EVIDENCE	TIMELINE	RESULTS/ACTIONS
<p><b>2(C) Instructional - Improved Writing Results</b> - It is our goal to improve/maintain those students reaching acceptable or above grades in writing at 90% by June 2015 as measured by report card marks and assessment results</p> <ul style="list-style-type: none"> <li>• Collect data monthly on academic performance in writing.</li> <li>• Identify students at risk monthly</li> <li>• Have interventions in place for at-risk students</li> <li>• Compare report card results in November, March and June to see if a 90% target has been realized</li> <li>• Staff PD for school wide common writing assessment tools</li> </ul> <p><b>Informed Data Decisions</b> The following resources are being used to collect student data and to make informed decisions on interventions and enrichment</p> <ol style="list-style-type: none"> <li>1. Miriam Trehearne Comprehensive Literacy Resources</li> <li>2. NB Reading and Writing Achievement Standards</li> <li>3. Fountas &amp; Pinnel Assessment Book</li> <li>4. Daily 5</li> <li>5. Café</li> <li>6. 6 &amp; 1 Traits of Writing</li> <li>7. DWA - Developing Writers Assessment</li> </ol>	<ul style="list-style-type: none"> <li>• Monthly data reports indicate 90% of students are at grade level</li> <li>• Report card analysis indicate 90% of students are at grade level</li> <li>• Students not at grade level receiving ongoing interventions</li> </ul>	<ul style="list-style-type: none"> <li>• On going</li> <li>• June 2015</li> <li>• September 2014</li> </ul>	

SPECIFIC STRATEGIES	MEASURABLE RESULT/EVIDENCE	TIMELINE	RESULTS/ACTIONS
<p><b>Goals: Will address #2 &amp; #3 Core Improvement Goals in the Provincial Education Policy and Policy 703 - Positive Learning Environment and Universal Design for Learning</b></p> <p><b>3(A) PLEP- Positive</b> It is our goal to implement the WITS Program school-wide by September 2014 in an effort to teach conflict resolution</p> <ul style="list-style-type: none"> <li>• Use our 2013-2014 Winschool data to calculate the number of reported incidents of inappropriate behaviour</li> <li>• Schedule and Complete 90 minute WITS training session with teachers and community partners by September 2014</li> <li>• Launch WITS program with a school wide assembly by September 2014.</li> <li>• Have community partners visit their adopted classrooms throughout the school year</li> <li>• Compare ongoing Data Collection – Behaviour results</li> </ul> <p><b>3 (B) Social Engagement in School Life - Multi Age House Team Building, Monthly Spirit Day</b></p> <ul style="list-style-type: none"> <li>• Weekly Star Student Announcement, monthly Star Student Assembly</li> <li>• Pat on the back</li> <li>• Bucket Filling</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison June 2014 Data Collection/Behavior</li> <li>• Comparison of the TTF survey results from December 2013</li> <li>• December 2013 Tell Them From Me to December 2014</li> </ul>	<ul style="list-style-type: none"> <li>• On going</li> <li>• June 2015</li> <li>• September 2014</li> <li>• On going</li> </ul>	

SPECIFIC STRATEGIES	MEASURABLE RESULT/EVIDENCE	TIMELINE	RESULTS/ACTIONS
<p><b>Goals: Will address #2 in the Provincial Education Policy and Inclusive Education Policy and Universal Design for Learning</b></p> <p><b>4 (A) Inclusion (SEP'S)</b> - It is our goal to have 100% of our students following specific instructional goals within the classroom regardless of their individual needs.</p> <ul style="list-style-type: none"> <li>• Each student arriving at Grand Bay Primary / Inglewood requiring an SEP will have goals in place on the first day of school as determined by a transition meeting which took place in the previous June</li> <li>• All SEP's will be completed and signed by classroom teachers, resource teacher and administrator by September 30, of each year</li> <li>• All SEP's will be presented to parents on or before October 1 for signatures</li> <li>• Every SEP will be updated a minimum of 4 times per year by the classroom teacher with assistance from the resource department if needed</li> </ul> <p><b>4 (B) Inclusion (Differentiation)</b></p> <ul style="list-style-type: none"> <li>• To make all students feel included in their learning by continually assessing each student to meet their individual learning needs</li> <li>• Teachers will use the CAFÉ model during their language instruction to conference with students to discover, develop and change each student's individual goals on a regular basis. Then all students will be included in fluid groupings based on the strategies that they need to work on to improve their learning <b>6.2.1 (Policy 322)</b></li> <li>• In math teachers will give the pre-assessment for each grade at the beginning of the year and also at the beginning of each unit to develop tools for each student. Then all students will be included in fluid groupings based on the strategies that they need to work on to improve their learning <b>6.2.1 (Policy 322)</b></li> </ul>	<ul style="list-style-type: none"> <li>• SEP's indicate current goals in place before the opening of school</li> <li>• SEP's signed by parent, teacher, resource teacher, and principal by September 30</li> <li>• SEP's updated and signed by classroom teacher June 2014, September 2014, December 2014, February 2015 and May 2015</li> <li>• 85% of student's instruction takes place within the classroom setting</li> <li>• Students will receive target interventions, such as social skills training, literacy support, speech and/ or physical therapy, outside of the classroom setting no more than 15% of their instructional day</li> <li>• Assessment/pre-assessment results utilized for flexible groupings for 100% of students working on specific learning goals in Literacy and Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	

SPECIFIC STRATEGIES	MEASURABLE RESULT/EVIDENCE	TIMELINE	RESULTS/ACTIONS
<p><b>4 (C) Inclusion (Response to Intervention)</b></p> <ul style="list-style-type: none"> <li>Grand Bay Primary and Inglewood will have Educational Support Service Teams that will meet to improve the educational outcomes for all students through monitoring individual progress and using data to inform decisions about instructional needs. This framework is both preventative and intervention focused.</li> </ul> <p><b>GOALS: Will address #4 Core Improvement in the Provincial 2013-3016 Education Plan</b></p> <p><b>5. Parent &amp; Community Involvement</b></p> <ul style="list-style-type: none"> <li>School webpage updated regularly</li> <li>K-5 Family Literacy Night - How to help your child succeed Early Fall</li> <li>Join Twitter</li> <li>Parent communication through School Connects and Email</li> <li>K-2 Parent meeting - one week before school starts, meet teacher, establish routines, bring in supplies</li> <li>Continue PALS Program</li> <li>WITS program</li> </ul>	<ul style="list-style-type: none"> <li>Education Support Teacher will collaborate with classroom teachers to plan for opportunities that facilitate the valued membership of all students in the classroom. ie . pre-planning, co-teaching, analyzing data, etc.</li> <li>Teachers are responsible to provide current and upcoming school/classroom events</li> <li>School Technology leads</li> <li>District Tech Lead to provide in-service</li> <li>K-2 classroom teachers</li> <li>Classroom teachers Community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>Daily</li> </ul>	