



HAVELOCK ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2014-2017

Submitted by Staff and PSSC of Havelock School



SCHOOL PROFILE

Havelock Elementary School is a multi-level K-5 school built in 1967 and is located in Fundy Heights in West Saint John. In the 2012-13 school year, it serves a population of 170 students.

In addition to classrooms, the school contains a gymnasium, changing rooms, combined library/computer lab, 80-seat music theatre, and staff room. It is also the home base for the District Instrumental program. Havelock is currently houses the District School Psychology Services. The school also plays an important community role and is used by various non-profit groups six days per week.

The student population consists of combinations of two-parent families, single-parent families, foster families and group home settings. A majority of the students live in single or two-family dwellings and walk to school. In 1999-2000 Havelock opened its first grade 1 Early French Immersion class. Havelock is the western zone school site for early French immersion and until 2008, offered the program in grades 1 to 5. The Early French Immersion program has had some recent changes provincially and beginning in 2009-10 it will begin in grade 3. While many of the children attending the program are within the school boundary, several of the FI students travel by bus. All students are permitted to remain at school each day for lunch, although many still choose to go home.

SCHOOL STAFF (2013-14)

Principal	Mrs. Cynthia Freeman King	Grade 5	Ms. N. McGrath
Vice-Principal	Mrs. Margo Emrich	Grade 5FI	Mme. H. Poirier
Secretary	Mrs. D. Kane	Resource	Mrs. A. Gaudet
Kindergarten	Ms. L. Fox/Mrs. T. Naida	Music	Mrs. L. Salmon
Grade 1	Mrs. J. Flood-Waugh	Phys. Ed.	Mr. M. Chevarie
Grade 2	Mrs. J. Smith	Guidance	Mrs. S. Emineo-Mawhinney
Grade 3	Mrs. M. Emrich	Custodian	Mrs. C. Combie
Grade 3FI	Mrs. I. McGraw-Sisk		Mr. J. Farren
Grade 4	Mrs. K. Springthorpe		
Grade 4FI	Mrs. J. Empey		

MISSION STATEMENT

Our Mission statement was revised this year into a format that we believe demonstrates our values and reason for doing what we do.

***Providing a positive and productive learning environment
L'école Havelock offre un environnement d'apprentissage positif et productif.***

Vision Statement

Our new vision statement is child-centered and created through the input of teachers, staff, PSSC, parents and students. It is intended to be a way of doing things at Havelock School and part of the culture of our building.

Havelock students are/Les étudiants de Havelock sont:

H – HONEST/HONNÊTE

A – ACCEPTING/ACCUEILLANT

V – VIBRANT/VIBRANT

E – ENGAGED/ENGAGER

L – LOYAL/LOYAL

O – OPENMINDED/OUVERTURE D'ESPRIT

C – CREATIVE/CRÉATIF

K – KIND

Ends Policy 1 To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science (English and French Immersion)

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>Instruction 1.1 Support classroom teachers and teams in developing and implementing routine formative assessment practices to inform both short and long term planning based on data from ongoing assessment (classroom, formative, common, school/district/provincial)</p>	<p>Implement the District Assessment Plan and support collaborate teams in analyzing the data and in determining improvement steps.</p> <p>Development effective classroom and common assessment practices .</p>	<ul style="list-style-type: none"> • Provide opportunities for support of learning teams in formative and summative assessments according to student progress and school data • EAs/teachers using observation rubrics to support student learning <p>Literacy</p> <ul style="list-style-type: none"> • Staff meet with literacy lead for an informative meeting • Literacy lead has scheduled time where needed • Educate staff on the role and availability of the literacy lead and utilize her effectively to support literacy instruction and assessment • Use staff meeting time each month for school initiatives – collaborate as a staff. • Define and develop a core leadership team <p>Math</p> <ul style="list-style-type: none"> • K-2 and 3-5 collaborations • Reach out to other small schools for collaboration opportunities • Locate and implement Daily 5 in Math or Balanced Math approach (use tech math games , all things that support whole group) 	<p>Quarterly (corresponding with reporting periods)</p> <p>Ongoing; fully implemented by Fall 2014 (each report)</p> <p>Jan/Feb 2014</p> <p>Immediately</p> <p>Monthly 2014-15</p>	<p>Teachers, Admin, Lit. lead, PLC team</p> <p>Teachers, PLC teams, EA’s meetings, numeracy leads</p> <p>Admin, Lit lead, PLC teams</p>

<p>1.2 Support classroom teachers and school teams in the planning and implementation of effective instructional practices to meet the diverse needs of students.</p>	<p>Develop and foster collaborative teams and core leadership teams in each school.</p> <p>Continue to promote on-going initiative for Literacy, Numeracy, and Science.</p> <p>Support educational staff professional growth through professional development, PLC teams, and opportunities for sharing with colleagues</p>	<ul style="list-style-type: none"> • PLC teams are meeting and discussing assessment as indicated in PLC logs • Core leadership team is developed for each school year <p>Literacy</p> <ul style="list-style-type: none"> • Support and Identify areas of interest and need at PLC meetings for the purpose of Professional Development during school –based PD time. Present it to the PD committee to be carried out <ul style="list-style-type: none"> • PLC teams are communicating to PD committee • School-based PD reflects requests and needs of PLC teams • School initiatives are discussed at staff meetings (reflected in minutes) 	<p>Ongoing, start organizing now for another school to team with in September 2014</p> <p>Mandated School-based PD time</p> <p>Ongoing (2013-2016) Fully implemented by September 2014</p>	<p>Administration, teachers, EAs, PLC teams, numeracy leads</p> <p>PLC teams, PD Committee, Administration and staff</p>
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Ends Policy 2: To provide positive and safe learning and working environments for children, youth and staff.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>2.1 Provide positive and safe environments.</p>	<p>Establish Positive Behaviour Intervention Support practices * (*PBIS) and review them on a regular basis for effectiveness.</p>	<p>Provide staff with professional development and resources to create and maintain best practices in PBIS supporting positive classroom environment.</p>	<p>First 6 weeks of school, then ongoing</p>	<p>PLC, teachers and Admin team</p>
	<p>Ensure that students and staff are working in a safe environment</p>	<p>Develop/ implement/revise Pyramid of Interventions for school.</p>	<p>Sept. yearly, ongoing</p>	<p>Admin team, teachers, EAs</p>
	<p>Develop 1-2 questions to include in “Tell Them From Me” student survey related to positive/inclusive environment</p>	<p>Collect and determine the use of data to prioritize and implement PBIS practices in schools.</p>	<p>Monthly, quarterly</p>	<p>All staff, Admin team</p>
		<p>Using survey data determine steps to improve on safe environment</p>	<p>Yearly</p>	<p>Admin team, all staff</p>
		<p>Positive Learning Environment questions are included on the TTFM survey</p>		
		<p>Review, communication and practice of safety and emergency procedures to students, staff and community</p>		
<p>2.2 Ensure schools have inviting environments that respect diversity and inclusive practices.</p>	<p>Create/display more things Monthly heritage activities</p> <ul style="list-style-type: none"> • Include Guidance lessons • Guest speakers 	<p>Communicate to students and parents, positive behavior expectations and work with them to initiate referrals for support.</p>	<p>Yearly</p>	<p>Admin team</p>
	<p>Continue to focus on WITS program with staff and students</p>	<p>.</p>	<p>Monthly</p>	<p>Admin team, teachers</p>

Ends Policy 3 To strengthen the engagement of families and foster community partnerships

Goals	Strategies	Indicators of Success	Time Line	Responsibility
<p>3.1 Provide a variety of communication strategies and social media to strengthen connections with family and community.</p>	<p>Schools will seek input from parents on how they want to receive information.</p> <p>Promote consistency within a school in use of online communication mediums (eg: Blogs, Wikis)</p> <p>Update Volunteer policy and brochure and post on the school website for becoming a volunteer or community partner with a link to school websites.</p>	<ul style="list-style-type: none"> • School list of identified means of communicating information to families • Use of school and classroom newsletters, voice mail, email, school websites, paper notices as a means of communicating with families • Collect samples of newsletters 	<p>2013, 2015</p> <p>Ongoing</p> <p>Yearly</p>	<p>PSSC Administration</p> <p>Teachers Administration</p> <p>Administration</p>
<p>3.2 Foster Community Partnerships.</p>	<p>Share community initiatives in which schools are participating through websites, media and newsletter</p> <p>Actively seek new partnerships/initiatives that address needs of school community</p>	<ul style="list-style-type: none"> • Identify Liaison person from Core Leadership team to engage in partnerships based on their School Improvement Plan and Positive Learning Environment Plan • Parents receive regular newsletters and information from school. Data is collected on the regularity of this information and provided in a monitoring document to PSSC 	<p>September of each year of plan</p> <p>Ongoing collection with document provided 2X/year</p>	<p>Administration Core Leadership team</p> <p>Administration</p>
<p>3.3 Provide opportunities for students to participate in real-world citizenship building activities based on 21st Century Learning Principles.</p>	<p>Develop a committee to collect data on citizenship activities by students/families</p> <p>Identify new initiatives to enhance citizenship education while maintaining successful initiatives</p>	<ul style="list-style-type: none"> • Administration and Core Leadership liaison will follow a plan created by Leadership team to identify and develop new opportunities based on needs identified in School Improvement Plan 	<p>Ongoing</p>	<p>Administration Core Leadership team</p>

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

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>4.1 Provide opportunities for staff to learn about and promote mental health fitness in the workplace in children and youth</p> <p>4.2 Promote and facilitate mental fitness activities for the school community</p>	<p>Seek out guest speakers on topics that have been identified as pertaining to the needs of students and staff such as:</p> <ul style="list-style-type: none"> • Depression • Anger management • Anxiety • Bipolar disorder • Compulsive behaviours <p>NBTA School Based Wellness Program will be promoted to all teaching staff along with a mental fitness component added (District Initiative)</p> <p>Pass along information to families that has been provided to the school by the District Initiative</p>	<p>School will continue to address and identify student and staff needs and will arrange information sessions to be attended by staff</p> <p>Focus on curriculum outcomes and programs that address mental health needs</p> <p>District information and opportunities (newsletters) will be shared with staff</p> <p>Wellness bulletin board will be maintained in staffroom</p> <p>Government information will be distributed to parents</p>	<p>2014-15</p> <p>2013-2016</p> <p>2013-2016</p> <p>ongoing</p>	<p>Administration Guidance Positive Learning Coordinator (p. Miller) Mental Health</p> <p>Positive Learning Environment coordinator, Carmen Meeghan</p> <p>NBTA Wellness Champions</p> <p>Staff, Admin team, Phys ed teacher</p>
<p>4.3 Promote and identify opportunities for promoting health among staff members</p>	<p>Support activities that promote healthy living</p>	<p>School wellness team will continue to apply for grants that promote mental fitness</p> <p>Staff will have opportunities created to promote healthy living/mental fitness in the workplace for themselves</p>		

Ongoing Havelock Initiatives:

WITS
D.A.R.E.
TTFM Survey
CHAT
Look Fors in classroom
Professional Learning Team
School-based Student Data Assessment Form
Mad Science
Art Program
Citizenship skills (fundraising)
WIN School/Blue Forms

PALS
Recycling
Celebrate
Jump Rope for Heart
Terry Fox Walk
Classroom/school newsletters
Empty Stocking Fund
Donations to West Side Food Bank
Sign in/visitor protocols
EMO practice/Fire Drills
Pyramid of Interventions – Behaviourial/Academic