

DRAFT

# Loch Lomond School:

School Improvement Plan

2017 - 2020

## **Mission Statement**

Loch Lomond School, Fostering scholarship, leadership and responsible citizenship.

## **Vision Statement**

Loch Lomond School endeavors to know each child's strengths and challenges, and to adjust the learning to this end.

## **School-wide commitments:**

1. Loch Lomond School commits to implementing formative assessment as an essential part of a balanced assessment program.
2. Loch Lomond School commits to improving literacy skills, which is the cornerstone for all of our learners to reach full potential.
3. Loch Lomond School commits to improving numeracy skills for all learners, which is fundamental to our STEAM education focus.
4. Loch Lomond School commits to providing access to creative and intellectual learning pursuits such as coding and digital literacy, scientific inquiry, Makerspaces and fine arts as part of our commitment to engage learners in real world problems.

## **School Profile:**

Loch Lomond School is a K-5 School that is located in the far eastern section of the City of Saint John. It is located directly across from the Saint John Airport. The present site of the school was chosen in 1954 when a four classroom school was built. Since then, the school has seen three additions added to the school (1957, 1978 and 1991).

In September 2017, the enrolment of Loch Lomond School was approximately 345 students, with 17 classrooms. About 25% of the students live near the school wand within the boundaries of the City limits, while the remaining 75% live beyond the City's boundaries. Some of the communities' serviced byte the school include Baxter's Corner, Barnesville, Grove Hill, Garnett Settlement, Black River, Gardener's Creek, and much of the area along the Saint Marin's Road. The majority (some 98%) are bus students and many travel fairly long distances from their rural communities.

## Loch Lomond School: Best Practice 2017-2020

LITERACY	NUMERACY	POSITIVE INCLUSIVE ENVIRONMENT	CAPACITY BUILDING	COMMUNITY ENGAGEMENT
Balanced Literacy Structure: • Read to Self • Work on Writing • Read to Someone • Listen to Reading • Word Work	Balanced Math Structure: • Math by Myself • Math Writing • Math with Someone	LLS Pyramid of Intervention(s)	Distributive Leadership Model – Core Leadership Team (CLT)	School Website and Social Media (e.g. Twitter)
Common Literacy Benchmarking (e.g. Running Records)	Common Numeracy Benchmarking	LLS Code of Conduct (R.O.A.R.)	Common Prep & Planning Time	Synervoice: School Connects
Literacy Word Walls or Word Books	Math Word Walls	Positive Learning & Working Environment Plan (PLWEP)	Professional Learning Community (PLC) Internal Release Time	Parent School Support Committee (PSSC)
Writer’s Workshop Model (Guided Reading Approach to Conferencing)	Guided Math Approach Conferencing	Student Leadership Clubs (e.g. Peer Helpers; Green Team; Hot Lunch, Milk and Fluoride Leaders)	Collaboration with Lead Teachers (Numeracy & Literacy)	Home & School Assoc.
Formative Assessment: Balanced Literacy Assessment Program (CAFE: Comprehension, Accuracy, Fluency and Expand Vocabulary)	Formative Assessment: Balanced Numeracy Assessment Program	7 Habits of Happy Kids: Begin with the End in Mind – Have a Plan.	EST-R Model: Coaching and Co-Teaching	Lions in Action Citizenship Learning (e.g. Blessing Bags)
Yearly Plan Based on GCO’s and “Look Fors”	Yearly Plan Based on GCO’s Incorporating Monthly Math Mapping and “Look Fors”	WITS Programming	Formative Assessment: Balanced Assessment Program	Early Literacy Friends (ELF)
Focus on Reading Strategies in place of Reading Levels	Evidence of Teaching Process: Plan, Do, Check, Act	Zones of Regulation		Partners Assisting Local Schools (PALS)
Mini-Lessons	Hands on Learning Opportunities are evident in classroom	EST-R Model: Coaching and Co-Teaching		Pre-Kindergarten Readiness Programming
Evidence of Teaching Process in Instructional Design: Plan, Do, Check, Act				School Wide Events: Literacy, Numeracy, and Science Nights; Fine Arts Gala
Oral Language Development through daily ‘Purposeful Play’ time built into classroom organization				Student Leadership Clubs (e.g. Peer Helpers; Green Team; Hot Lunch, Tech Team; Milk and Fluoride Leaders)

**DIP ENDS POLICY 1:** Student at Loch Lomond School will demonstrate continuous progress towards provincial targets in literacy and numeracy (English and French Immersion).

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
<ul style="list-style-type: none"> <li>• LLS educators will gather evidence of learning from a variety of sources. To that end all teachers will triangulate the evidence of learning (observations, conversations, and products)</li> <li>• LLS educators will commit to a quality balanced Literacy and Numeracy Program. (Literacy: Read to Self; Work on Writing; Read to Someone; Listen to Reading; Word Work. Numeracy: Math by Myself; Math Writing; Math with Someone)</li> <li>• LLS educators commit to the Learning Cycle. Therefore, making - Plan, Do, Check, Act - clearly evident in their instructional design.</li> <li>• Common Literacy and Numeracy Benchmarking</li> </ul>	<ul style="list-style-type: none"> <li>• Block Scheduling</li> <li>• CPT (Common Planning and Teaching Time)</li> <li>• Consistency for the following: common assessment, formative assessments, pre-and-post-assessments, rubrics.</li> <li>• Block Scheduling</li> <li>• Transfer learning responsibility from teacher to student.</li> <li>• Emphasizes the development of oral language, thinking and collaboration as the foundation of literacy learning.</li> <li>• Founded upon UDL</li> <li>• Reciprocal teaching (check &amp; act)</li> <li>• Educational support team – Math &amp; Literacy Leads &amp; ESTR’S</li> <li>• PLC time – collaborate on benchmarks for reading, writing and math</li> <li>• Common marking times</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are setting goals for success</li> <li>• Common E</li> <li>• Flexible Groups are evident in classroom.</li> <li>• Teachers consider the kind of learning (e.g. mechanical, metaphorical) when choosing which type of question to ask (e.g. right or wrong, opinion, open/closed ended)</li> <li>•</li> <li>•</li> </ul>	<p>2017-2018</p> <p style="text-align: center;">↓</p>	<p>Principal, EST-R, EST-L and Teachers</p> <p style="text-align: center;">↓</p>

**DIP ENDS POLICY 1:** Student at Loch Lomond School will demonstrate continuous progress towards provincial targets in science (English and French Immersion).

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
<ul style="list-style-type: none"> <li>• LLS educators will provide hands-on experiences that require our students to investigate real-life needs and problems.</li>   <li>• Provide targeted learning experiences which increase competencies in coding.</li>   <li>• Increase opportunities for students to work within a makerspace environment that exposes students to STEAM related activities.</li>   <li>• Students will be exposed to the benefits of critical thinking and problem solving based teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• NB Science Resource (e.g. Spotlight on Science Skills)</li> <li>• Makerspace &amp; Innovation Lab</li> <li>• Planning/PL via Tech Mentor</li> <li>• Continuous PL in Hands on Learning</li> <li>• Provide opportunities for students to self-select learning activities.</li>   <li>• Modeled lessons and hands on resources</li> <li>• Shared Products and Available Lesson Plan Library</li> <li>• Increase number of coding Apps and use of Code.org</li>   <li>• Foster a sharing environment</li> <li>• Dedicate a monthly PLC meeting to STEAM</li>   <li>• Students have opportunity to work in groups regularly</li> <li>• Lessons increasingly focus on investigation <u>not</u> content</li> <li>• Provide open-ended learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Booking-out the Makerspace &amp; Innovation Lab</li> <li>• Ongoing Professional Learning</li> <li>• Real life experience embedded into hands on learning activities</li> <li>• Increased level of Fieldtrips</li> <li>• Increased number of sessions with Tech Mentor</li>   <li>• Differentiate content by readiness and by interests</li> <li>• Students can speak to their learning goals</li>   <li>• All teachers booked the makerspace lab for instruction</li> <li>• Tech mentor is regularly consulting with teachers to provide expert advice</li>   <li>• Whenever possible, a face-to-face collaborative dialogue between students should occur</li> <li>• Partnership learning is used with small groups of students so they realize improved results</li> </ul>	<p>2017-2018</p>	

**DIP ENDS POLICY 2:** Loch Lomond School will provide positive, safe and inclusive learning and working environments for all children, youth and staff.

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
<ul style="list-style-type: none"> <li>• Loch Lomond School will have an effective PBIS plan that is used daily and monitored weekly.</li>   <li>• Loch Lomond School will have a well-established school based behavior pyramid of interventions.</li>   <li>• Loch Lomond School will have a well-established school based academic pyramid of interventions.</li>   <li>• Loch Lomond School will operate agenda focused, problem solving ESST meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• ROAR Slips and ROAR Assemblies, which acknowledge positive habits/behaviors</li> <li>• Star student(s)</li>   <li>• Visible/Posted student Code of Conduct in student friendly language "R.O.A.R."</li> <li>• ESST Referrals made using LLS Pyramid of Intervention</li>   <li>• ESST Referrals made using LLS Pyramid of Intervention</li> <li>• ESST Referrals submitted as a Tier 2 intervention strategy</li>   <li>• Weekly meetings have and agenda which mirrors the referral criteria</li> <li>• Meetings are laser focused on the issue and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviors reports</li> <li>• Celebrate Assemblies</li>   <li>• Student behavior is reducing</li> <li>• Discover new ways to promote behavior (e.g. announcements)</li> <li>• Improve ways to celebrate positive behavior (e.g. ROAR Slips)</li> <li>• ESST referrals follow the process and edit the document as needed.</li>   <li>• ESST referrals reflect what teachers have done at tier 1 before reaching for tier 2 support</li> <li>• Students know what ROAR looks like in action</li>   <li>• Response to teacher referrals is timely and precise</li> </ul>	<p>2017-2018</p>	

**DIP ENDS POLICY 3:** Loch Lomond School will strengthen engagement of families and foster community partnerships.

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
<ul style="list-style-type: none"> <li>• Loch Lomond School commits to adding one additional PALS partner this school year.</li>   <li>• Loch Lomond School commits to hosting four special community event nights: Literacy, Numeracy, STEAM and Fine Arts Gala.</li>   <li>• Loch Lomond School commits to partnering with neighboring PSSC's to offer a combined community educational opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Work with stakeholder groups such as Community School Coordinator, MLA, City Councillor(s), PSSC and Home and School Association to build partnership potential.</li>   <li>• Using established/existing events to provide learning opportunities for parents to support students</li>   <li>• Having the PSSC organize and sponsor learning workshops</li> <li>• Creating documents in parent-friendly language and providing electronic access</li> </ul>	<ul style="list-style-type: none"> <li>• Additional PAL(S) Partner is inked</li> <li>• School collaborates with businesses to advance global competencies to be taught</li>   <li>•</li>   <li>•</li> </ul>	<p>2017-2018</p>	

**DIP ENDS POLICY 4:** Loch Lomond School will provide opportunities for staff to learn about mental health issues in children and youth and to promote school wide initiatives that promote mental fitness.

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
<ul style="list-style-type: none"> <li>Loch Lomond School will promote mental health awareness through Dots NB and the Ring-A-Bell campaign.</li> <li>One half-day professional learning day will be reserved for mental health and wellness related learnings.</li> </ul>	<ul style="list-style-type: none"> <li>School personnel receive learning to equip them to recognize the signs of when students and colleagues need mental health first aid.</li> </ul>	<ul style="list-style-type: none"> <li>Training all staff in Mental Health First Aid basics.</li> </ul>	2017-2018	

**DIP ENDS POLICY 5:** Loch Lomond School will expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
<ul style="list-style-type: none"> <li>Loch Lomond School will ensure that our administrative procedures and strategies respect human rights, support diversity and address discrimination.</li> <li>Participate in International Day Against Homophobia/Transphobia</li> </ul>	<ul style="list-style-type: none"> <li>Code of Conduct is co-constructed, modeled, taught.</li> <li>Bullying/abuse of students based on particular characteristics is recognized and addressed specifically.</li> <li>School personnel receive learning to equip them to participate meaningfully and prevent/reduce homophobia/transphobia</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	2017-2018	