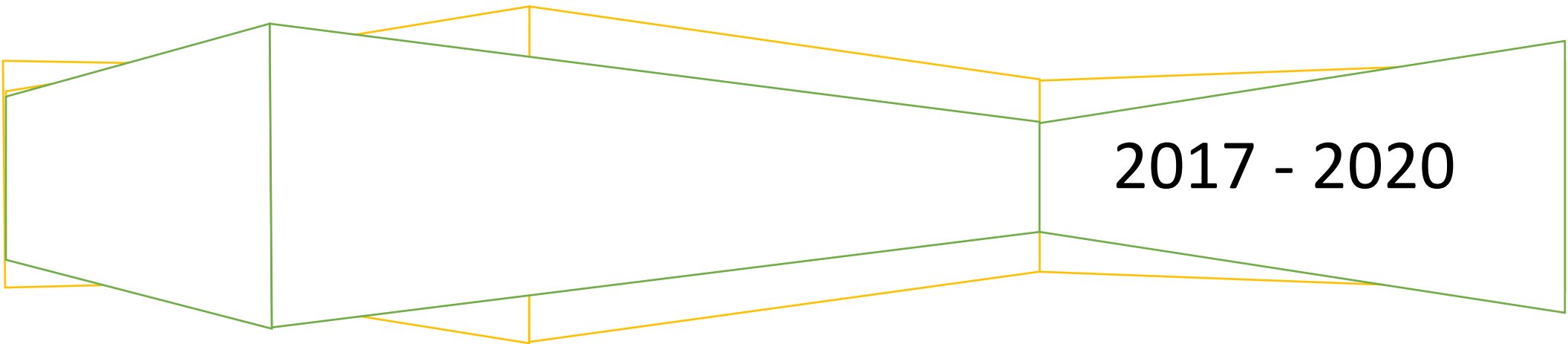# Loch Lomond School:

School Improvement Plan

2017 - 2020

Mission Statement

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, skilled trades, Makerspaces and fine arts as part of our commitment to engage learners in real world problems.

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

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
• Reading: → Reading Comprehension - teachers will explore strategies to improve comprehension. → Incorporate 101 Read Alouds per year with the Maria Walther resource.	• Recommended Resources: → CAFÉ (focus lesson on comprehension strategies) • Continue to require the use of the teaching process map and intervention process map to support effective instruction • School-wide Flex Groups will be scheduled using reading skills not levels. • "Ramped-up Read Aloud" for deeper exploration with our K-2 students. • Requests for service from the Literacy Coach	• Observation: → guided reading → conferencing one-on-one • Conversation: → reading record → guided reading → conferencing one-on-one • Product: → reading record → comprehension texts → exit slips	• 2017 – 2020	• PLC's • Lead Teachers • Teachers
• Writing: → Sentence Fluency - teachers will explore strategies to improve the trait "sentence fluency" in student writing.	• Research "sentence fluency" resources • Continue to require the use of the teaching process map and interventi0n process map to support effective instruction • Requests for service from the Numeracy Coach	• Observation: → modelled writing → observations during writers workshop • Conversation: → record mini-teacher/student conferences → peer conferences • Product: → demand pieces	• 2017 - 2020	• PLC's • Lead Teachers • Teachers

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

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
• Balanced Math: → Teachers will develop and implement a balanced math component in daily math instruction. * guided (teacher lead) * shared * journaling * game (using technology if available)	• PL for teaching staff • Resources → manipulatives → games/activities → 2-3 computers per room • Seek out technology resources to strengthen math skills • Voice Level Rubric	• Team Building • Products → journal, shared math solution sheets • Conversations → working together rubrics → teacher/student lead conversations • Observations → check lists • Emerging Leaders	• 2017 – 2020	• PLC's • Lead Teachers • Teachers
• To operationalize Formative Assessment and routinely use leading data to inform instructional practice.	• Implement the Inventory of Formative Assessment Strategies Discussion Document – ASDS for in classroom practice	• Teachers are using a variety of different formative assessment programs in different subject areas to assess student learning and guide instruction	• 2017 – 2020	• PLC's • Lead Teachers • Teachers
• 90% of students will maintain or improve mathematical achievement in Grades 4.	• Identifying problem areas starting in Grade 3 • Number sense → Mental math/estimation → Facts → Operations → Problem Solving	• Data is used to drive instruction and support intervention support (e.g. EST-R) • Grade 4 students increased achievement by 2% or more from previous year	• 2017 – 2020	• Administration • PLC's • Lead Teachers • Teachers

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

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
• Students will improve their scientific inquiry skills and apply it to their learning.	• Opportunities for hands on explorations & investigations (e.g. Discovery Bins) → Materials are necessary to meet this goal (revamp Science Room) • Teachers will use the Science Resource Packages (developed with Science East)	• Evidence of CARR tenets collected via conversations, observations and products • Soft S.T.E.M. starts to the regular school day, which can complement our *discovery bins* or *exploration stations* in K-2	• 2017 – 2020	• PLC's • Lead Teachers • Teachers
• Improve on the number of opportunities our students have to apply knowledge and skills within and across disciplines (STEM) to innovate and solve real world problems.	• Use instructional approaches that deepen engagement. Examples include, problem-based learning, design thinking, and inquiry-based learning	• Assessment practices will demonstrate reliance on formative assessment practices, co-constructing criteria, and developing student portfolios	• 2017 – 2020	• Administration • PLC's • Lead Teachers • Teachers
• Personalized learning environments for students to activate their thinking, problem solving and creativity.	• Modernize our physical spaces. Examples include flexible seating, maker spaces, and learning commons • Increase the exposure our K-2 students have with the Makerspace & Innovation Lab, as way to foster the development of foundational concepts in science, the arts and technology	• Common language, understanding, and practices emerge from ongoing study, learning in the field, and professional dialogue based on current research • Soft S.T.E.M. starts to the regular school day, which can complement our *discovery bins* or *exploration stations* in K-2	• 2017 – 2020	• Administration • PLC's • Lead Teachers • Teachers

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

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
• At Loch Lomond we will provide a safe, positive and inclusive environment for all.	• Use of ROAR PBIS slips for students • Community/Class Meetings → teacher slips • Supervision Consistency (e.g. playground) → rules handbook • Sharing/Celebrate Circle	• ROAR PBIS slips are routinely submitted for acknowledgment → kindness → participation → ready to learn • Behavior incident reporting is reduced	• 2017 – 2020	• Administration • Guidance • ESS-Team • Teachers
• Implement a strong school-wide PBIS (Positive Behavior Intervention & Supports) System.	• Regular use of ROAR slips for students • Student of the Month "ROAR" Awards • Student intervention aligns with the Pyramid of Intervention strategies	• Examination of behavior conduct reports is used in the development and refinement of our strategies and pyramid of interventions. In other words, behaviors inform strategies.	• 2017 – 2020	• Administration • Guidance • ESS-Team • Teachers
• Strong use of the school based Pyramid of Intervention, to better leverage the capacity of the entire school team.	• The learning environment encourages and supports the active involvement and inclusion of every student physically, academically, socially & emotionally, and culturally •Processes are in place to provide access for all students and families to be involved in the school.	• Boundaries and expectations are co-constructed, explicitly taught, modeled, regularly reviewed with students, and positively reinforced. Students and families know these expectations (e.g. School Code of Conduct) • Protocols are in place, and communication occurs in a timely manner with parents/guardians and/or service providers regarding safety concerns.	• 2017 – 2020	• Administration • ESS-Team • Guidance • Teachers

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

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
• Increase number of positive interactions between families and school.	• Inventory of family/community interests • Resources for community outreach • After-school programming	• Attendance improvements • PSSC Feedback (both solicited an unsolicited feedback) is positive • Parent Involvement Committee (PIC) is fully functioning	• 2017 – 2020	• Administration • CLT • Teachers
• Create a community access "hub" to facilitate a range of family, educational and professional events that foster home & school connections.	• Highlight various subject area for school-wide celebration (e.g. numeracy; fine-arts) • A school based website that doubles as a one-stop-shop for community info hub	• Continuation of themed events: Fine Arts Gala; STEM Night; Family Fitness Event; Halloween Literacy Event; Numeracy Night • Improved website traffic analytics	• 2017 – 2020	• Administration • ESS-Team • Teachers
• Introducing NB Global Competencies and planning for implementation. Such as critical thinking, citizenship, entrepreneurship, innovation, and personalized learning.	• Continue to create personalized learning environments, in order for our learners to be at their best. • Global Competencies at Work c/o Leadership Cohort Year 2 Project	• PLC's will have incorporated the NB Global Competencies into the teaching process (Plan, Do, Check, Act) • Improved TTFM students engagement data • LLS review will reveal we are applying the competencies at a level of "mostly evident'	• 2017 – 2020	• Administration • PLC's • CLT • Teachers
• PLC's to consider applying for ASD-S Innovative Teaching Grants.	• School Growth Pilot Project • PGP's	• Positive impact on student engagement on TTFM survey results • Improved student attendance data	• 2017 – 2020	• Administration • PLC's • Lead Teachers • Teachers

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
• Enhance the capacity of our school on the topic of mental health and mental fitness.	• Professional Learning days for staff will help build awareness around Mental Health First Aid	• Increased number of school staff trained in Mental Health First Aid (MHFA)	• 2017 – 2020	• Administration • ESS-Team • Guidance • Teachers
• Promote the CARR model (Competence, Autonomy, Relatedness, Relevance)	• Work with District staff to provide PLC's with professional learning about the implementation of NB Global Competencies in the classroom	• PLCS have incorporated NB Global Competencies into the Plan, Do, Check, Act Process	• 2017 – 2020	• Administration • PLC's • ESS-Team • Lead Teachers • Teachers
• Promote positive education strategies / celebrate.	• CLT will help promote and embed CARR tenets in PLC school growth pilot project • Students have opportunities to be heard and to influence decisions made in the school. • We will foster the development of student leadership skills and the modeling of appropriate behaviors by peers • School leaders provide staff members and students with thanks and other recognition for contributions and accomplishments	• Positive impact on student engagement on TTFM survey results • Community circles are routinely used to develop "house" teams. • Offer opportunities to staff to share what has worked • Teacher Perception Survey offers positive results feedback • Power School Incident Management is trending a decrease in reported behavioral incidents	• 2017 – 2020	• Administration • PLC's • ESS-Team • Guidance • Teachers

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
• Building a school library collection with different family structures/cultures.	• EST-team will have received specific training on topics, to then teach the teacher on topics of heterosexism, transgender, and concerns that may arise	• Increased diversity of our curriculum support resources • Guidance presentations to help support this goal	• 2017 – 2020	• Administration • ESS-Team • Guidance • PLC's • Teachers
• Continue to strengthen school based professional learning for teaching and support staff on the importance of ensuring all members of the school community are welcomed, respected, accepted and supported.	• Protocols and processes are in place for resolution of conflict involving students and/or adults within the school community • Restorative practices are emphasized • Expand our "Positive Behavior Interventions and Supports" (PBIS) and restorative practices.	• Completion of professional learning, education and awareness • Resource guide by subject and level readily available to staff • Evidence of CAR model in practice • School staff have received "CAR in the Workplace" resources/materials. • School/Education Centre sponsored Teacher PL in the area of STEM	• 2017 – 2020	• Administration • Guidance • ESS-Team • PLC's • Teachers