

**2017-2020**

**Commitment Document**



<b>COMMITMENT 1</b>	<b>Westfield Staff will demonstrate continuous progress toward provincial targets in Literacy, Numeracy and Science.</b>
<b>Alignment</b>	<b>District Ends Policies 2 and 3</b>
<b>Response to Intervention:</b> Flexible instruction groups so as to target specific needs (in class and between classes) • Growth Teams will choose a Problem of Practice (2 yearly) work to implement possible solutions and monitor progress. • PL regarding RTI for French Immersion • Update the Academic Pyramid of Intervention and use it • Monitoring Progress – Teacher Process Map and Intervention Map – Data Collection - Plan Do Check Act will be a way of doing business.	

<b>Goals:</b>	<b>ACTIONS</b>	<b>timeline</b>	<b>responsibility</b>
<b>1.1 Literacy</b> Increase the percentage of students who meet or exceed the appropriate level by 2% each year of the S.I.P. (district PDU data and report card data will be used)	<ul style="list-style-type: none"> <li>• Small group instruction of reading strategies</li> <li>• EST-L to work with grade level teams to review classroom and benchmark data to inform instruction</li> <li>• BLNA will guide school leaders and targeted assistance will be given by the EST-L based on this.</li> <li>• Reading Record Review as well as a session on the analysis of a reading record</li> <li>• New Report Card being rolled out. Instruction for year one and Review in year two what is appropriate. (Instruction Strategies for assessment as well)</li> </ul>	2017 onward           2018-19           2018 / 19	teachers           Administration/EST-L           Diana Fall and teachers           EST-L/ Power School Report Card lead
<b>Assessment – Indicators of success</b>	<ul style="list-style-type: none"> <li>• Meetings with EST-L and administrator</li> <li>• Completion of sessions</li> <li>• Monitoring of number of students scoring appropriate. Comparison to district.</li> </ul>		

<b>Goal</b>	<b>ACTIONS</b>	<b>timeline</b>	<b>responsibility</b>
<b>1.2 Math</b> Increase the percentage of students who meet or exceed the appropriate level by 2% each year of the S.I.P. (district PDU data and report card data will be used)	<ul style="list-style-type: none"> <li>• Math teachers will use the District Lesson plan template as a starting point for their own lesson plans.</li> <li>• All teachers will benchmark students, provide intervention and develop stretch activities for those who need it.</li> <li>• Teachers will improve their understanding of stretch questions as well as develop a bank of questions to aid in their teaching.</li> </ul>	2019-20           K-2 PDU 2017 onward Grade 3 PDU 2018 Beginning the discussion in 2017 with all 3-5	teachers           teachers with help of lead and Brenda Logan for support           teachers with help of lead and Brenda Logan for support
<b>Assessment – Indicators of success</b>	<ul style="list-style-type: none"> <li>• Meetings with EST-M and administrator</li> <li>• Growth Team notes in grades 3-5</li> <li>• PDU assessment data</li> </ul>		

Goal	ACTIONS	timeline	responsibility
<b>1.3a Science and Technology</b> Increase the percentage of students who meet or exceed the appropriate level on the grade 6 Science Assessment.	<ul style="list-style-type: none"> <li>• Transform the library into a Learning Commons with a Makerspace component for hands on learning</li> <li>• Use technology mentors to Incorporate Technology into units within the classroom</li> <li>• Marry the Curriculum with S.T.E.A.M. Challenges               <ul style="list-style-type: none"> <li>○ Have STEAM lead and Science Lead provide instruction to teachers</li> </ul> </li> </ul>	2017 Grant applications  2018  2018-19	Administration  Tech Leader and teachers
<b>1.3b Science and Technology</b> Embed NB Global Competencies into learning through S.T.E.A.M.	<ul style="list-style-type: none"> <li>• Students will learn to:               <ul style="list-style-type: none"> <li>• Design and manage projects</li> <li>• Engage in an inquiry process to solve problems</li> <li>• Takes risks in thinking and creating</li> <li>• Collaborate on projects</li> <li>• Believe in the ability to learn and grow (Growth Mindset)</li> </ul> </li> <li>• Staff will learn about Global Competencies and how they can approach teaching using this new lens.</li> </ul>	2018-19          2019	Teachers and administration       Guidance Teacher  Staff and Mark Perry.
<b>Assessment – Indicators of success</b>	<ul style="list-style-type: none"> <li>• PL completed with teachers</li> <li>• Teachers using the Commons</li> <li>• Parent STEAM evening</li> <li>• Students taking the lead on projects</li> <li>• Technology that is present in the school will be used by staff.</li> <li>• 2020 examination of grade 6 results</li> </ul>		

<b>COMMITMENT 2</b>	<b>To provide positive and safe learning and working environments for children</b>
<b>Alignment</b>	<b>District Ends policy 1, 4, 5</b>
<b>Response to Intervention:</b> • Groups to target specific social-emotional needs • Growth Teams will choose a Problem of Practice (2 yearly) work to implement possible solutions and monitor progress. • Update the Behaviour Pyramid of Intervention and use it	

<b>Goals:</b>	<b>ACTIONS</b>	<b>timeline</b>	<b>responsibility</b>
2.1 Ensure that staff, parents and students feel safe	<ul style="list-style-type: none"> <li>All visitors to sign in at the office and wear a visitor nametag</li> <li>Office staff ensuring parents etc. are not going to classes during the instructional day.</li> <li>Staff should wear their IDs and keys</li> <li>Create a Culture of Welcome – students are greeted at doors in the a.m.</li> </ul>	2017- onward	All staff volunteers
<b>Assessment – Indicators of success</b>	<ul style="list-style-type: none"> <li>TTFM data</li> <li>Monitoring of keys, ids and nametags</li> </ul>		

<b>Goals:</b>	<b>ACTIONS</b>	<b>timeline</b>	<b>responsibility</b>
2.2 Encourage students to take pride in the school and respect property as well as their fellow Blue Foxes.	<ul style="list-style-type: none"> <li>Create a behaviour code (vision) that reflects positive behaviour.</li> <li>Form a PBIS Growth Team</li> <li>PL on the importance of relationship building</li> <li>PL on Community Circles and Restorative Practice with restorative questions being used to solve conflict</li> <li>Consistent behaviour expectations (taught, practiced and reinforced by all)</li> </ul>	2017 to begin 2018 PBIS team will join in district project	PBIS is a whole school commitment. *lead by PBIS team
<b>Assessment – Indicators of success</b>	<ul style="list-style-type: none"> <li>TTFM data</li> <li>Sessions held</li> <li>Students and teachers using the questions to resolve conflict</li> <li>PBIS signage and tools</li> <li>Behaviour Incident Management program indicates a reduction in behaviour</li> </ul>		

<b>Goals:</b>	<b>ACTIONS</b>	<b>timeline</b>	<b>responsibility</b>
2.3 Provide students with the tools to self-regulate and promote school wide mental fitness.	<ul style="list-style-type: none"> <li>Commit to using the language from Zones of Regulation and Mind Up</li> <li>Create Chill Boxes and Calming Areas in all classrooms</li> <li>Teach problem solving strategies to students</li> </ul>	2017 onward	All staff *lead by ESST
<b>Assessment – Indicators of success</b>	<ul style="list-style-type: none"> <li>Reduction of meltdowns</li> <li>Reduction of incidences of conflict (TTFM data)</li> <li>Students using the Zones and Mind up language</li> </ul>		

<b>Goals:</b>	<b>ACTIONS</b>	<b>timeline</b>	<b>responsibility</b>
2.4 Foster a culture of respect for First Nations People, their history and their beliefs.	<ul style="list-style-type: none"> <li>• Access funding to bring aspects of the culture into the school.</li> <li>• Hold an Aboriginal Learning Day</li> <li>• Highlight First Nations Literature section in the library</li> <li>• Continue to educate students in classrooms on the topic of First Nations</li> </ul>	First Nations Day – 2018  Library 2019	Administration and teacher representative will engage others within the school to assist in planning.
<b>Assessment – Indicators of success</b>	<ul style="list-style-type: none"> <li>• Day held – followed by reflection</li> <li>• Section in Library</li> <li>• Students more knowledgeable and curious</li> </ul>		