



# **Continuous School Improvement Plan**

**Newcombville Elementary School**

**2014-2015**

## SECTION A: INTRODUCTION

Planning for CSI at Newcombsville Elementary School began in earnest following the completion of our first round of the school accreditation process (February, 2013). Prior to this, a data folder that had been prepared by Central Office Staff and distributed at the August 2012 Principals' meeting, was used for discussion topics at various staff meetings.

We have had the opportunity this year to have embedded PLC time in our school schedule. Every second day two (out of a six day cycle) two teachers at a similar grade level were able to pair up to discuss topics relevant to them. These topics ranged from program planning, assessment for learning strategies, differentiated learning strategies, etc.

These PLC topics were teacher driven; however, after February, teachers were encouraged to use some of their PLC opportunities to sift through the data file to target our next school achievement goal. It was agreed that small PLC groupings would be used to go through the data file and that then there would be follow up at a full staff meeting.

For the next two months, teachers looked at the data package at various PLC times, and made notes of what they felt the next school achievement goal would be. The data clearly indicated two areas where improvement was needed: one being in the area of mathematics; the other in writing. Since we had just finished a five-year math goal, staff felt that a new academic goal should be the latter of the two identified areas: writing, both fiction and non-fiction.

At the April in-service, classroom teachers and the resource teacher used the new CSI framework to draft the school achievement goal. It was reviewed and further tweaked and then presented to all teaching and support staff (resource, Succeeding in Reading teacher, and administration). This goal was further modified after suggestions were received from a Principal's PLC that consisted of three other school principals and the Board co-ordinator who worked with this PLC, Monsieur Gaston Comeau. This goal was approved by teaching, support, and administrative staff at a staff meeting on Wednesday, June 19, 2013, and endorsed by the SAC during our final meeting of the school year on Tuesday, June 25, 2013.

Work on the school performance goal was largely inspired after receiving data from the "Tell Them From Me" surveys which were administered in January 2013. From these surveys, we learned that there was a high degree of anxiety among both our grades four and five girls. We were concerned to see this and wanted to know if these anxiety levels began at earlier ages. Both the guidance counsellor and school principal worked on creating a school survey for students in grades primary- three that reflected those same questions asked to students in grades four and five.

Those surveys were administered in April prior to the school-based in-service on Friday, April 26, 2013. What we found disconcerting was that anxiety levels were also high for girls in grades two and three; in fact, anxiety levels as measured by the survey were even higher than those in our grades four and five girls. This data revealed that our school needed as its second CSI goal,

one that would work toward alleviating anxiety levels in all students at our school but specifically a cohort of grade two and three girls (where anxiety levels were highest). These groups of girls will be followed (via annual surveys) for the next two years as they journey into grades three and four (2013- 2014), and four and five (2014- 2015) respectively.

This second goal was presented to the entire staff during a full staff meeting in May 2013, tweaked during the Principals' PLC later that month, and finally approved by our school's SAC during the final June SAC meeting on Tuesday, June 25, 2013.

## **SECTION B: DATA PRESENTATION**

As described in Section A above, the data for the school achievement goal came from ELLA data (September 2011) as well from SELL/ ExSell data (2008- 2012). See attached data. This data was obtained from the school data package distributed during the August Principals' meeting as well as information received from Stephen Jamieson, Literacy Mentor, SSRSB.

From this data, the school-based team identified "communication" as a specific area where more focus is required (using the DOE scoring rubric) for fiction and non-fiction writing. For respective rubrics from grades 1-5, "communication" looks at the following areas: purpose, voice (feelings, opinions, and attitudes), sentence structure, and word use and vocabulary (grades 2-5). This category will be extracted from the existing scoring rubric and slightly modified for next two years. Teachers will focus on specific mini lessons during the year to improve in this area of the writing process as outlined in Section C below.

For the school performance goal, data from the grade 4 and 5 "Tell Them From Me Surveys" was used to further focus on two areas that seem to be of concern to students: anxiety and bullying. We were concerned at the high rate of anxiety expressed by the grade four and five girls in this survey and therefore wanted to see if issues surrounding anxiety began at an earlier age. As described in section A above, a survey administered to grades primary to three indicated that anxiety issues as well as issues dealing with bullying began before grade 4 and 5. The data used exposed two other groups of students at this lower grade level that will be our cohort for the next two years of our CSI process: the grade two girls and the grade three girls. The results are attached to this report. Even though school-wide activities, programs, and supports will be implemented to help reduce incidents of bullying and anxiety in all children, data for the next two years will focus specifically on the cohort of girls mentioned above.

**SECTION C: ACTION PLAN**

**Goal 1: By June 2015, 70% of our students will achieve level 3 on the “Communication” portion of SELL/ ExSELL assessment rubrics for Grades 1-5.**

**Strategies:**

**1.** Teachers and students will read a variety of texts that are rich in vocabulary and word use, as well as varied in the styles of sentence structures.

**2.** Teachers will follow the SELL rubric dealing with “communication” with a focus on effective word use and vocabulary, and sentence structures through teacher modelling during writing mini-lessons.

**3.** Teachers will follow agreed-on grade level “communication rubric” targets during daily writer’s workshops.

**4.** Teachers will assess student writing by the end of November (with the exception of Grade Primary) to help determine where future lessons need to focus (assessment *for* learning). Teachers will again assess students by the end of May for each year of this CSI plan.

**Professional Learning to Support Goals and Strategies:**

What will we learn?	Who will learn this?	When will we learn this?	How will we go about the learning?

**Data Collection to Monitor Change and Inform Practice:**

What will we collect?	Who will collect?	When will we do this?	How will we use it?


**Goal 2: By the end of June 2015, there will be a reduction of 15% in the number of grade two and three girls (2012- 2013) who indicated that they are picked on at school as measured by a school-created survey.**

**Strategies:**

1. Teachers will nurture a positive learning environment in which students feel safe in all areas of the school.

2. Teachers will impart important skills and techniques to cope with and manage anxiety both at school and at home.

3. The staff will implement *Restorative Circles* to deal with conflicts that are not quickly and easily resolved by way of guiding students through the PATHS strategies.

**Professional Learning to Support Goals and Strategies:**

What will we learn?	Who will learn this?	When will we learn this?	How will we go about the learning?

**Data Collection to Monitor Change and Inform Practice:**

What will we collect?	Who will collect?	When will we do this?	How will we use it?

## SECTION D: SIGNING

This is the approved school improvement plan for this school year.

<b>Signature</b>	<b>Name</b>	<b>Position</b>	<b>Date</b>
		Principal	
		SAC Chair	