**Janeville Elementary School**

**School Improvement Plan**

**2015-16**

Janeville Elementary School is a small rural school that is part of a fishing and farming region. The parents and family members, the Janeville Home and School, and other local groups provide significant financial and volunteer support. The school population is primarily drawn from the communities between Salmon Beach and Grande Anse.

The school houses three classes: Primary Block (K-1); a middle block (grades 2-3); and the Upper Block (4-5). The students in grades four and five take part in an Intensive French Program for half the year with numeracy always being taught in English and which includes three hours per week of English literacy instruction. All classes have daily 90 minute blocks for literacy (including the Upper Block from February-June) and numeracy.

The daily hours of instruction have been adjusted to allow for the students to attend school on Wednesday mornings only, with the teachers utilizing the afternoons for meetings, preparation and some professional development.

**New Brunswick Department of Education and Early Childhood Development**

Janeville Elementary School

2015-16

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| Our School Mission: To develop our minds, our hearts and our bodies to become the best ‘me’ that we can be. |
| Our School Vision: To become a community of diverse and active learners who are continuous wonderers, inquisitive explorers, brave leaders and kind citizens. |

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| EECD Areas of Focus  (ED Plan) | | | District Areas of Focus  (D.I.P.) | | | | | School Areas of Focus  (S.I.P.) | | | | | | | |
| Improve achievement in language, mathematical and scientific literacies | | | Focus on literacy and numeracy | | | | | **Improve achievement in reading, writing and mathematics.** | | | | | | | |
| Improve learning environments and instructional practices to ensure inclusive 21st century education | | | No major goals at this time. | | | | | **Increase opportunities for inquiry-based learning across all curriculum areas.** | | | | | | | |
| Increase opportunities for youth to develop enterprising habits and to engage in active citizenship | | | Development of the whole child | | | | | Increase opportunities for inquiry- based learning in all areas of curriculum | | | | | | | |
| School Area of Focus: To improve student achievement in the area of writing.  Justification: District Assessment Results from June of 2015 indicate that 100% of Grade 2 students were successful with 50% of those being strong. Trend lines indicate that we are on target however classroom observations and formative assessment shows that revision practices and results are not consistent. School wide writing results indicated that in March 74% of students were successful. | | | | | | | | | | | | | | | | | | | |
| Smart Goals | | | | **Strategies and Actions** | | | **Responsibility** | | **Resources** | | | **Time-lines** | | **Monitoring** | | | **Evidence of Success** | | |
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| Smart Goal 1-  This year, 80% of Grade K-5 students will score Appropriate or above on school-wide writing assessment. (5% increase)  PLOP-  \*100% of students achieved Appropriate or above for on the 2014 Grade 2 Prov. Assessment.  \* 35% of Grade K-5 students achieved Appropriate on the September 2015 school-wide independent writing assessment. | | | | **Action 1**-Individual writing goals by student  **Action 2**-Mini-lessons on revision strategies  **Action 3-**Teacher-selected method to embed revision strategies as part of the writing process. | | | Chantal Daley  Ellen Lee  All Literacy teachers | | LA Curriculum  Provincial Writing Achieve-ment Standards  District Benchmark Indicators and Exemplars  District Grade 2 writing Assessment  School-wide Writing Assessment  Write Traits Kits  Lucy Calkins Kit | | | Sept. 2014-June 2015 | | March  May | | | Common Assessment in September 35%.  January | | |
| School Area of Focus: To increase the percentage of proficient readers of grade level content or PLP outcome at end of year.  Justification: : Review of 2014-15 end of year K-5 text levels at JES showed that 79% of students were reading at At or Above Grade level expectations or PLP outcome. Review of 2015 Grade 2 Provincial Reading assessment data showed that 85.5% of students were reading At or Above grade level. | | | | | | | | | | | | | | | | | |
| Smart Goals | | **Strategies and Actions** | | | **Responsib**  **ility** | | **Resources** | | | **Time-lines** | | **Monitoring** | | | **Evidence of Success** | | |
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| This year, 83% of students will be reading AT or Above grade level or PLP outcome.  PLOP: \*June 2015-79% reading At or Above grade level or PLP outcome  \*2010-2014- Average of 79% reading At or Above grade level  \*June 2015- 85.8% of Grade 2 students were assessed on the Provincial Assessment to be reading As or Above grade level | | **Action 1**- Ensure each student has been supported to develop an individual reading goal and learning target.  **Action 2**- Focused daily Read Aloud and Shared reading (*phonemic awareness grammatical structures, vocabulary, fluency, comprehension strategies)*  **Action 3**- Regular Running Record and Comprehension checks used to inform and guide instruction  **Action 4 –** Development of common reading assessments. | | | Ellen Lee  Chantal Daley  Ellen Lee | | \*LA curriculum  \*NB Reading Standards  \*Café books  \*Guided Reading levelled books  \*Robust classroom libraries of age appropriate materials  \*Raz Kids  \*iPad Reading Apps  \*Grade4/5 District  Reading Comprehension results  \*Teacher created common assessment | | | Sept-June | | November  March  February Grade 4/5 District Reading Comprehension Assessment  May Grade 4/5 District Reading Comprehension Assessment  Grade 2 and 4 provincial assessments | | November/March school-wide text level | | | |

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| School Area of Focus: To improve student achievement in mathematics.  Justification: Review of September JES school-wide tracking of grade appropriate basic math facts data showed that 52% of Grade 2-5 students did not answer 80% of basic math facts questions correctly. | | | | | | |
| Smart Goals | **Strategies and Actions** | **Responsibility** | **Resources** | **Time-lines** | **Monitoring** | **Evidence of Success** |
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| Smart Goal 1- This year 70% of Grade 3-5 students will achieve 80% on basic math fact assessments.  PLOP  June 2015 Basic Math Fact Assessment-  52% achieved 80% | **Action 1**- Tracking of bi-weekly testing using template provided by Numeracy Lead  **Action 2**- Grade 3-5 students graph tracking results and develop person basic math fact goal.  **Action 3**- Targeted focused use of Mathletics in Grade 3-5 classes  **Action 4 -** twice a week Bell work will be focused on basic math facts. | Connie Ellis  Celina Knowles | NB Curriculum Document K-5  Vander-wall  Numeracy Nets  Math Makes Sense  Context for Learning  Computer/Ipad programs  Mathletics  Math Fact Games | Sept-June | December  March  February  April | ElectronicData Wall-bi-weekly records  September Basic Math Fact Assessment- |
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| Smart Goals | Strategies and Actions | Responsibility | Resources | Time-lines | Monitoring | Evidence of Success |

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| Smart Goal 2- This year 85% of Grade K, 1, 2 and 3 students will achieve full score on the District K, 1, 2, and 3 Key Skills Assessment  PLOP  \*June 2015- 82% of Grade K, 1, 2 students achieved full score the on District K, 1 2 Key Skills Assessment | Action 1- Administer Pre-readiness tasks in fall.  Action 2- Use grade level Tasks (Building Blocks) to guide instruction.  Action 3 – Provide stretch learning tasks to extend learning.  Action 4 – Use lesson decision making continuum based on percentage of students understanding lesson objective.  \*As per EECD K/1 Mathematics Improvement Project | Chantal Daley  Celina Knowles | K, 1, 2, 3 Mathematics Curriculum  Math Talk Talks  Context for Learning  Makes Makes Sense  Number Sense Routines by Jessica Shumway | Sept 2015-June 2016 | September, January, June District Grade Key Skills Math Assess-ment  Grade level Formative Data Collection  Summative Assessment Data  Readiness Formative Data | Sept. District Grade K, 1, 2, 3 Key Skills Math Assess-ment- 55 % |

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| School Area of Focus: Increase opportunities for inquiry- based learning in all areas of curriculum  Justification: Research suggests that using inquiry-based learning with students can help them become more creative, more positive and more independent. | | | | | | | | | | |
| Smart Goals | **Strategies and Actions** | **Responsi-**  **bility** | | **Resources** | **Time-lines** | | **Monitor-ing** | | **Evidence of Success** | |
| Smart Goal 1- This year 100% of Janeville Elementary School students will have 50% more opportunity to be engaged in inquiry-based learning activities.  PLOP  Currently students are involved in activities that are teacher created 90% of the time. | **Action 1**-  Read and review articles on Inquiry based learning to be discussed at Staff meetings  **Action 2**- Specific strategies and learning centers will be modeled by teachers  **Action 3**- Students will complete and explicit unit on developing questions.    **Action 4**- Students will have the opportunity to be part of enrichment clubs such as Science Buddies, Art Club, and Book clubs    **Action 5**- Assessment practices will be focused on process as well as product  **Action 6** STEM fair | Ellen Lee  Chantal Daley  Connie Ellis |  | Judson Waye – Science Learning Specialist  Article:  “**Creating a Love for Science for Elementary Students through**  **Inquiry-based Learning”** –Spencer and Walker  “Focus on Inquiry” Alberta Education  Wonderopolis | | October to June | | Attendance at events | |