**Janeville Elementary School**

**School Improvement Plan**

**2016-2017**



**Our School Vision: To become a community of diverse and active learners who are continuous wonderers, inquisitive explorers, brave leaders and kind citizens.**

**Our School Mission: To develop our minds, our hearts and our bodies to become the best ‘me’ that we can be.**

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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**

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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 | Creation of a school wide Makerspace to increase opportunities for collaboration and innovation |

**School Area of Focus: To improve student achievement in the area of writing.**

**Justification: (PLOP)** District Assessment Results from June of 2016 indicate that 67% of Grade 2 students were successful with 0% 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 June 81% of students were successful.

**Smart Goal:** This year, 85% of Grade K-5 students will score Appropriate or above on school-wide writing assessment.

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| **Strategies and Actions** | **Responsibility** | **Timelines** | **Monitoring** | **Resources** | **Evidence** |
| **Action 1**- Mini-lessons on revision strategies targeted to student needs | Ellen Lee | 2016-2017 | November 2016 | LA curriculum  Provincial writing Achievement Standards  District Benchmark indicators  Lucy Calkins kit  Literacy leads as support | Common assessments in September, January and June.  District Grade 2 writing assessment in June.  Teachers and students checklist and teachers observations of the revision process |
| **Action 2**- Teacher-selected method to embed revision strategies as part of the writing process in order to foster independence. | Celina Knowles | January 2016 |

**School Area of Focus: To improve student achievement in the area of reading.**

**Justification: (PLOP)** In June 2016, 71% were successful with grade level content or at PLP goal. Provincial assessment data at grade 2 indicates that 83% reached AA with 0% at SA.

**Smart Goal:** This year, 75% of our students will be reading at AA or above grade level or PLP expectation.

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| **Strategies and Actions** | **Responsibility** | **Timelines** | **Monitoring** | **Resources** | **Evidence** |
| Teachers will increase their expertise in conversation strategies in order to inform teaching. | Chantal Daley | 2016-2017 | November 2016  March 2017 | LA curriculum and NB Standards documents.  Robust classroom libraries of age appropriate materials  Grade 4/5 district reading comprehension results  Grade K-2 Phonemic awareness Assessment  School created common assessment  Scholastic Reading Behaviors | June school wide text level  Common assessment results from September, January and June  Grade 2 and 4 Provincial assessments.  Data and observations from running records |
| Teachers will develop a variety of comprehension checks used to guide and inform instruction. | Connie Ellis |  | November 2016 |
| Teachers will strive to have a deeper understanding of the analysis of the common reading assessments. | Ellen Lee |  |  |

**School Area of Focus: To improve student's comprehension of concepts related to numeracy and place value.**

**Justification: (PLOP)** June 2016 results indicate that 100% of K-1 and 100% of Grade 2-3 were successful on key skills assessment. District Grade 5 benchmark results from December 2015 indicate that 54.7% were successful.

**Smart Goal:** This year 80% of our students will be appropriate or above on assessments that measure place value.

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| **Strategies and Actions** | **Responsibility** | **Timelines** | **Monitoring** | **Resources** | **Evidence** |
| 1. K -1: Teachers will review K-1 Math project information and Key Skills screener results to guide our teaching.  100% of students will improve their Math screener results by the final screener. | Chantal Daley | 2016-2017 | October 2016  February 2017  May 2017 | NB math curriculum  Results from Key Skills  Math leads as means of support  K-1 Math Pilot resources from the Portal  Grade 2 Math Resource from the portal. | Key Skills assessment  Grade 5 benchmark Assessment |
| 2. Maintain inquiry based learning opportunities with a focus on relating numbers to the real world and using the language of place value to represent numbers in different ways. | Celina Knowles |
| 3. Providing opportunities for place value activity ideas to be used at home. | Connie Ellis | January 2017 |

**School Area of Focus: To increase opportunities for inquiry- based learning in all areas of curriculum through the creation and implementation of a Makerspace.**

**Justification: (PLOP)** **Research suggests that using inquiry based learning with students can help them become more creative, positive, engaged and independent with their learning.**

**Smart Goal:** This year teachers will strive to become informed on using a Maker Space to increase inquiry learning activities, and to create a bank of learning opportunities embedded in our curricula.

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| **Strategies and Actions** | **Responsibility** | **Timelines** | **Monitoring** | **Resources** | **Evidence** |
| 1. Read and review articles on inquiry based learning to be discussed at staff meetings. | Celina Knowles | Fall 2016 | January | Peter Macdonald – Science Lead – ASD-N  Articles:  “Creating a Love for Science for Elementary Students through Inquiry-based Learning” –Spencer and Walker  “Focus on Inquiry” Alberta Education | A space will be dedicated and planned for the creation of a maker space.  Teachers will have a back of activities linked to curricula. |
| 2. Plan and consult with district specialists and leads in designing, using and creating a Makerspace. | Ellen Lee | October 2016 | January |
| 3. Compile information as to how we will use the Makerspace with our curriculum. | Connie Ellis | October to June | June |