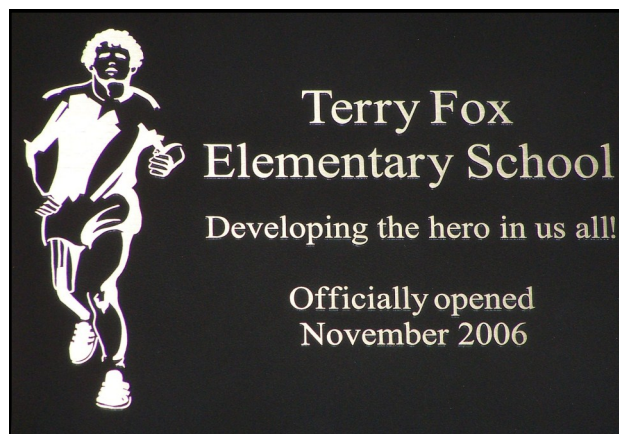


Terry Fox Elementary

155 Basin Street
Bathurst, NB
E2A 6N1



School Improvement Plan

2013-2015

Implementation: 2013-2014

School Profile

Terry Fox Elementary School is a K-5 school which opened its doors to students in 2006. A professional community of a principal, vice principal, 14 teachers (including an 1.5 Educational Support Teacher, .5 Guidance, Physical Education/ Music specialist), a literacy lead teacher, 7 teacher assistants, a behavior interventionist, a secretary, a part time librarian (4 half days per week), a First Nation Education teacher, 3.5 custodians and 2 cafeteria service workers, along with support from District Office personnel work to meet the needs of 221 students. A grade three French Immersion entry point, along with grade 5 Intensive French, is offered to students. Cafeteria services are provided by Bathurst Superior Cafeteria Inc. Our school was recognized as a Microsoft Pathfinder School in 2011.

School Motto

Developing the hero in us all!

Our Vision

Empowering ALL to seize the opportunities of education, work and life as 21st century citizens.

Mission Statement

Our school mission is to be an enriching community of engaged learners that ensures all students can learn to their truest potential through collaboration, citizenship and respect.

Data Analysis

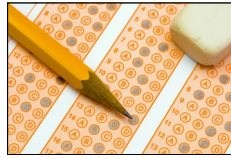
The following data was examined to provide a focus for this improvement plan:

- AIMSWEB Data K-3
- Kindergarten/Grade 1/Grade 2 District Math Assessments (Key Skills)
- Grade 2 and Grade 4 Provincial Reading and Writing Assessments (as available per Provincial Assessment Timetable)
 - Grade 2 and Grade 4 District Math Assessments (2008-2012)
 - Grade 5 Provincial Math Assessment
 - EYE-DA (Early Years Evaluation Direct Assessment)
 - French Language Oral Proficiency
 - Tell Them from Me Surveys
 - Provincial Report Card

As with all results, caution is required when attempting to draw conclusions and when examining trends from year to year, as tests and marking procedures alter and each testing offers **one** snapshot of achievement. That being acknowledged, the information garnered from testing is extremely valuable in the development of goals and strategies to improve the learning environment and achievement for our student population.

Assessment Data

The staff at Terry Fox Elementary recognizes that assessment data is about more than numbers. It is about helping the children behind these numbers achieve the skills they require in order to perform to the best of their abilities. The data is feedback that allows us the opportunity to reflect on our teaching practices and the learning opportunities we provide daily to help our students learn.



Provincial:

Please open the PDF file below to access this data.



Adobe Acrobat
Document

District:

Assessment	% at AA Or Above 2008	% at AA Or Above 2009	% at AA Or Above 2010	%at AA Or Above 2011	Target/ Actual 2012	Target/ Actual 2013
Mathematics (2)	67%	62%	52%	49%	67%	
Mathematics (4)	57%	66%	39%	69%	67%	

Instructional Goals

It is understood that best instructional practices, interventions, initiatives and a commitment to professional development will be the springboard to growth in all three areas identified in this plan.

With this in mind, the school has identified three areas to focus on with this plan:

- *Literacy,
- *Numeracy and
- *Engagement

Implementation Plan: 2013-2014

The following implementation plan has been developed to direct our efforts toward the goals outlined in this School Improvement Plan. Individuals and teams of individuals have taken on the role of champion for each initiative to ensure the delivery and progress of each initiative.

Literacy Plan Smart Goal #1 (K-2)

EECD Areas of Focus (ED Plan)	District Areas of Focus (DIP)	School Areas of Focus (SIP)
Improve achievement in language, mathematical and scientific literacies		Literacy

Area of Focus: Writing Conventions
Justification: Collaboration among K-2 teachers indicated students were struggling with conventions as evident in their daily writing samples and assessments. Historically, the Grade 2 and Grade 7 district and/or provincial marking sessions indicate that students are struggling with conventions.

Smart Goal: By June 2017, 80% of students will apply writing conventions as outlined in grade specific end of year achievement standards. (spacing, letter formation, correct use of uppercase, and punctuation)

Strategies & Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
1: Create a grade level specific rubric to be used as a pre and post evaluation.	Classroom teachers	Rubric District Writing Standards	February 2014 to June 2014	March and May Independent Writing Samples	Improvement reflected in their independent writing samples.
2. Search for and create needs specific and research-based mini lessons to share among colleagues.	Classroom teachers	Drop-box Internet Write Traits Etc.	February 2014 To June 2014	Bi-monthly review during team time meetings	Lesson created and shared

Literacy Plan
Smart Goal #2 (Grades 3-5)

EECD Areas of Focus (ED Plan)	District Areas of Focus (DIP)	School Areas of Focus (SIP)
Improve achievement in language, mathematical and scientific literacies		Literacy

Area of Focus: Achievement in Literacy: Writing Conventions
Evidence: Collaboration among grade 3 to 5 teachers indicated students were struggling with punctuation as evident in their daily writing samples and targeted assessments. Furthermore, observations based on the grade 7 district marking session indicated that students are still struggling with punctuation. Students who struggle with this trait also struggle with sentence structure as evident in provincial assessments. Our goal is to impact both the trait of conventions and sentence structure with this focus on punctuation.

Strategies & Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
1. Create a common assessment to be used as a pre and post evaluation.	Grade 3 to 5 ELA teachers	M:\Drop-Pickup-Box\SIP Team Templates	January and June IF – February and June	January and June assessment	Improvement reflected in their assessment scores.
2. Search for and create needs specific and research-based mini lessons to share among colleagues.	Grade 3 to 5 ELA teachers	Word Power Punctuation Trait-Based Writing Skills grades 3-4 Using the Traits of Good Writing grades 1-3 A Fresh Approach to Teaching Punctuation	January 2014 to June 2014	Resources collected and accessed as needed.	Lessons and resources created and or shared.

Literacy Plan
Smart Goal #3 (Grades 3-5)

EECD Areas of Focus (ED Plan)	District Areas of Focus (DIP)	School Areas of Focus (SIP)
Improve achievement in language, mathematical and scientific literacies.		Literacy

School Area of Focus: Improvement in student achievement in reading levels.
Justification: Review of the reading levels results for December 2013 has determined that 15% of our students are at or above reading level. This year, 38% of our students will meet or exceed the target score in reading levels by June 2014.
PLOP: December 2013 reading levels. 15% of students are at or above reading level.

Strategies & Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
1. Grades 3-5 Immersion and resource teachers will focus on flexible guided reading groups. Students will be grouped based on Decembers reading levels.	Action 1 FSL team EST-Resource	Action 1 Guided reading levels; Guided reading time; Ensure all students speak in French in the classroom at all time.	Action 1 January 2014 – June 2014	Action 1 February 4 th March 11 th April 1 st May 6 th	Increase in reading levels.

FSL Literacy Plan
Smart Goal #1 (3-5)

EECD Areas of Focus (ED Plan)	District Areas of Focus (DIP)	School Areas of Focus (SIP)
Improve achievement in language, mathematical and scientific literacies		Literacy

School Area of Focus: Improvement in student achievement in reading levels.

Justification: Review of the reading levels results for December 2013 has determined that 85% of our students are below acceptable reading levels.

**This year, 38% of our students will meet or exceed the target score in reading levels by June 2014.
PLOP: December 2013 reading levels. 15% of students are at or above reading level**

Strategies & Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
1. Grades 3-5 Immersion and resource teachers will focus on flexible guided reading groups. Students will be grouped based on Decembers reading levels.	FSL team EST-Resource	Guided reading levels; Guided reading time; Ensure all students speak in French in the classroom at all time.	January 2014 – June 2014	February 4 th March 11 th April 1 st May 6 th	Increase in reading levels

Numeracy Plan Smart Goal #1 (K-2)

EECD Areas of Focus (ED Plan)	District Areas of Focus (DIP)	School Areas of Focus (SIP)
Improve achievement in language, mathematical and scientific literacies.		Numeracy

School Area of Focus: Improvement in student achievement in mathematical communication.

Justification: On the 2013 grade 3 provincial assessment 67% of students scored appropriate or above on the constructed response section. On the 2013 grade 5 provincial assessment 57% scored appropriate in the same area. The downward trend in student achievement indicates a need to focus on mathematical communication.

Smart Goal: By June 2017 90% of grade 2 students will score appropriate or above on constructed response questions developed by the K-2 PLC team. Currently 43% are at an appropriate level.

Strategies & Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
K: During math circle time the use of positional language will be incorporated in a variety of contexts.	Meaghan Wilbur	Math mentor Internet Dropbox	February 2014- June 2014	Monthly	Assessment Scores
1: Students will be introduced to, and work with the problem solving chart to solve a variety of word problems.	Jessi Stever and Jan Lovesey	Math mentor Internet Dropbox	February 2014- June 2014	Monthly	Assessment Scores
2: By the end of grade two students will independently create a bank of word problems with solutions included.	Patrick McLaughlin and Tracy MacDonald	Math mentor Internet Dropbox	February 2014- June 2014	Monthly	Assessment Scores
Phys. Ed: For 10 minutes each week students will participate in activities that involve following positional instructions.	Natasha MacQuarrie	Math mentor Internet Dropbox	February 2014- June 2014	Monthly	Assessment Scores

Numeracy Plan

Smart Goal #2 (Grades 3-5)

EECD Areas of Focus (ED Plan)	District Areas of Focus (DIP)	School Areas of Focus (SIP)
Improve achievement in language, mathematical and scientific literacies.		Numeracy

Area of Focus: Improvement in student achievement in basic math facts recall.
Justification: Review of the basic math facts recall results for January 2014 has determined that 21% of our students are at or above almost or mastery in basic math facts recall.

Smart Goal: This year 34 % of our students will meet or exceed the target score of almost or mastery in basic math facts recall by June 2014. PLOP: January 2014 21 % of students are at or above almost or mastery in basic math facts recall.

Strategies & Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
Identify a designated block of time to focus on basic math facts recall.	3 to 5 team		January 2014- June 2014	February 11 th April 8 th June 3rd	Increase in targeted percentage.
We will use a common assessment for monitoring.	3 to 5 team	School wide basic math facts assessment	January 2014 – June 2014	February 7 th April 11 th May 30 th	Increase in targeted percentage.
Explore flexible groupings.	3 to 5 team	Most recent common assessment results	April 8, 2014	June 3, 2014	Increase in targeted percentage.

Engagement Smart Goal #1

EECD Areas of Focus (ED Plan)	District Areas of Focus (DIP)	School Areas of Focus (SIP)
Improve learning environments and instructional practices to ensure inclusive 21st century education.		Engagement

Area of Focus: Engagement: Social Engagement: Sense of Belonging

Justification: At our opening sessions for this school year our school team identified engagement as one of three key areas to focus on in order to improve our school. Tell Them From Me student data (Nov. 2013) indicate that 82% of our grade 4 and 5 students had a high sense of belonging, which is lower than the Canadian norm of 86%. In particular 76% (Canadian norm: 87%) of our girls and 90% (Canadian norm: 85%) of boys had a high sense of belonging. (We believe that impacting students' sense of belonging will impact academic engagement and behavior. There is a visible correlation that is evident in this 18%.) Also keeping in mind, that engaging our parent community and the community at large can strengthen ...

Smart Goal: By November 2014, Tell Them From Me student data will indicate that 90% of our grade 4 and 5 girls have a high sense of belonging to match the sense of belonging indicated (and with goal of maintained) by our boys; both of which would surpass the Canadian norm.

Strategies & Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
1. Gymnastics with a core group of girls identified by classroom teacher and first nation tutor.	Pam Burt	Gym mats Time reserved in gym	October to December, 2013		Presentation at our month end assembly in December was a shining moment for this group. Punctual Actively engaged
2. Alice in Wonderland Junior Broadway Musical	Natasha MacQuarrie Shari Smith-Ellis Jenny Chiasson	Broadway Junior Script costumes, set design, etc.	December 2013 to April 2014		Performances completed in April. Student, staff and parent feedback.

Engagement Smart Goal #1 continued

Strategies & Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
<p>3. Lunch with the principal and vice principal: In order to discover what aspects of school life are currently in place and what aspects could be added to heighten the sense of belonging, Shari & Paula will hold a series of 5 lunches with small groups of grade 4 and 5 students to discuss this with them.</p>	<p>Shari Smith Ellis and Paula Chapman</p>	<p>Tell Them Me Survey Questions and Data 2013 and 2014</p>	<p>March: Develop a list of guiding questions for the luncheon.</p> <p>April/May: Hold the luncheons once per week until all of the grade 4 and 5 students have had the opportunity to participate.</p> <p>End of June: A list of practices and items currently in place to make sure that we continue to incorporate into our year. A minimum of 3 ideas to incorporate next school year.</p>	<p>Checklist:</p> <p>March: Question List complete</p> <p>Mid May: Luncheons held</p> <p>End of June: Lists complete</p> <p>Sept.: See that plans for implementing suggestions from the students have a champion attached to them.</p> <p>Late October: Check in to see how plans are progressing.</p>	<p>Student participation and engagement at the lunches.</p> <p>ESS Team shares the compiled information with staff.</p> <p>Plans are discussed and put in place to act on suggestions beginning August 2014.</p> <p>Further evidence will be if the data increases in the 2014 TTFM data.</p>
<p>4. Snack and Chat with Mrs. Wilson: An open guidance center opportunity. Students will be invited to bring their snack and drop into the guidance center at recess time to connect with each other and Mrs. Wilson (Guidance Counsellor). This will happen on alternating weeks: K-2 and then 3-5.</p>	<p>Joan Wilson</p>	<p>TTFM Survey Questions and data</p> <p>Other resources to be accessed based on student conversations/needs.</p> <p>Play dough, placemats, paper colouring and drawing material</p>	<p>March 10-13th Announced on the TFES News</p> <p>March 13th: First Grade 3-5 Snack and Chat and alternating weeks until the end of April.</p> <p>May: Assess successes and challenges.</p> <p>June: Develop a plan for this opportunity for Sept -Nov 2014.</p>	<p>Assess numbers and conversations to see if more time is needed and if so switch to noon recess to allow for 30 minutes.</p>	<p>Attendance by students at Snack and Chat.</p> <p>Will there be a need for a longer block of time?</p> <p>Will students be engaged/involved in the conversations and express their enjoyment/ need to come?</p>

Engagement Smart Goal #1 continued

Strategies & Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
<p>5. Social Skills Groups with resource Teacher: To support students on the autism spectrum and others who have been identified as playing alone at recess, students will be invited to choose one person to come to the resource room at lunch time to play, interact and practice social skills.</p>	<p>Chantal Chiasson</p>	<p>Social Thinking Curriculum</p> <p>Social Detectives</p> <p>Social Behavior Mapping</p> <p>Various play activities</p>	<p>March: select students with similar needs and explain what the noon group will be about. Teach the group how to select other students to come.</p> <p>March/April: Plan to meet during one lunch hour recess per week.</p> <p>May: evaluate program and communicate with teachers and parents.</p>	<p>Alternate between observations and coaching.</p> <p>Some students may need extra lessons during instruction time.</p>	<p>Observations during social skills groups and during recess to determine if students are forming connections with others or continuing to play by themselves.</p>