

SCHOOL IMPROVEMENT PLAN

**(Reviewed/Revised/Updated January 29, 2013)**

**2012-2013**

***Prepared By*:**

**Mark Donovan - Principal**

**Krista Page – Vice-Principal**

**Croft Teaching Staff**

**Croft Parent School Support Committee**

## MISSION STATEMENT:

“We are committed to providing a meaningful education to our students, within a safe and orderly environment, in the language of their choice. We recognize that in order to attain our goals we must work closely with parents and the community.”

**Motto:** “Learning + Growing + Dreaming”

***Demographics***

Croft Elementary School is located in Newcastle, New Brunswick. Croft serves Kindergarten to Grade 5 students from all parts of Miramichi West. This is due to the fact that we offer bilingual education to our school community beginning in Grade 3.

During the past several years our school has noticed a dramatic increase in the number of special needs children in our school. This has resulted in a very diverse clientele and has lead to a unique staff composition in relation to our students. Our school's enrolment for this year is 197 students.

Our staff consists of 17 F.T. E. teachers, 13.5 educational assistants, 1 secretary, 2.5 janitors and a part-time library assistant.

Croft Elementary enjoys the support of a very active Home and School Association and Parent School Support Committee.

The School Report Card & Assessment Results provide the focus for our School Improvement Plan.

***Standards***

On school, district and provincial assessments, 100 % of our children will score acceptable or above in all academic areas.

***Data Analysis***

In the spring of 2012 students at Croft completed the following Assessments:

* Grade 2 Provincial Literacy Assessment
* Grade 3 Provincial Math Assessment
* Grade 4 Provincial Literacy Assessment
* Grade Four District Math Assessment
* Gr. 4 Common Science Assessment
* Grade Five Provincial Math Assessment

***Croft Annual Report Card***

***October 2012***

***All scores in our Report Card represent the percentage of students that scored Appropriate Achievement or Strong Achievement on each assessment.***

**Grade 2 Provincial Literacy Assessments – June 2012**

***Reading*** School District Province

**96.4 84.4 80.3**

***Writing***  School District Province

**92.8 88.7 N/A**

*Exemption Rates:* *School 0.0*

*District 2.1*

*Province 2.8*

**Grade 3** **Provincial Math Assessment – June 2012**

*English Prime 42.9 73.3 75.0*

*Exemption Rates: School 28.6*

*District 1.7*

*Province 2.0*

*French Immersion 73.7 73.3 75.0*

**Grade 4 Provincial Literacy Assessments – June 2012**

*English Prime*  Reading School District Province

84.2 87.2 80.5

Writing School District Province

68.5 65.2 59.4

*Exemption Rates: School 5.3*

*District 1.4*

*Province 2.7*

*French Immersion* Reading School District Province

58.8 65.4 64

Writing School District Province

52.9 59.6 56.9

*Exemption Rate: School, District, Province 0 %*

**Grade 4 District Math Assessment – June 2011**

School Average 71.6 %

District Average 66.5 %

*Exemption Rate: No data available.*

**Grade 4 District Common Science Assessment – June 2011**

School  6.53/10

District 6.33/10

**Grade 5 Provincial Math Assessment – June 2011**

School District Province

73 62 62

**Literacy Goals:**

To improve literacy skills in reading and writing for all students from K – 5.

**Primary (Kindergarten, Grade 1):**

**-** In reading, 90 % of the students will achieve, or exceed, established targets for reading development (Kindergarten - B reading level or beyond, Grade 1 I,J reading levels or beyond).

- Of these, 50 % will achieve at least two reading levels beyond the grade level targets.

- In writing, 90 % of students will achieve acceptable or better, based upon grade level rubrics and writing exemplars.

**Grade 2:**

- In reading, 90 % of students will achieve appropriate performance or better on the Provincial Assessment, with 50 % in the strong performance area.

- In writing, 90 % of students will achieve appropriate performance or better on the Provincial Assessment, with 50 % in the strong performance area.

**Grade 3:**

- In reading, 90% of the students in the French Immersion Program will achieve the reading targets for literacy development at “J”. Of these, 50 % will achieve a reading level of “L” or beyond.

- In reading, 90 % of the students in English Prime will achieve the reading targets for literacy development at “P”. Of these, 30 % will achieve a reading level of “R” or beyond.

- In writing, 90 % of students in grade 3 will produce written work that is acceptable or better, based upon grade level rubrics and grade level exemplars. Of these, 30 % will achieve strong performance.

**Grade 4:**

-In reading, 90% of the students in the French Immersion Program will achieve the reading targets for literacy development at “M”. Of these, 50 % will achieve a reading level of “O” or beyond.

- In reading, 90 % of students will achieve appropriate performance or better on the Provincial Assessment, with 50 % in the strong performance area.

- In writing, 85 % of students will achieve appropriate performance or better on the Provincial Assessment, with 50 % in the strong performance area.

**Grade 5:**

-In reading, 90% of the students in the French Immersion Program will achieve the reading targets for literacy development at “P”. Of these, 50 % will achieve a reading level of “R” or beyond.

- In reading, 90 % of students will achieve reading levels of T/U. 50 % will achieve reading levels of V or above.

- In writing, 90 % of students will produce written work that is acceptable or better, based upon grade level rubrics and grade level exemplars. Of these, 40 % will be in the strong performance area.

**Monitoring:**

* Text level placements and Aimsweb Testing will be conducted each reporting period.
* Writing folders will be maintained by each teacher and used for formative assessments. These will also be shared with parents at reporting periods.
* Weekly PLC meetings will be used to review models of writing, writing rubrics and exemplary pieces of writing for each grade level.
* Monthly staff meetings will be held to review reading and writing progress.
* Student services will monitor struggling students at bi-weekly meetings and provide interventions as needed.
* School, District & Provincial Assessment Standards will be reviewed by teaching staff on an ongoing basis.

**Literacy Action Plan**

**READING:**

|  |  |  |
| --- | --- | --- |
| **OUTCOMES** | **TIME FRAME** | **PERSON(S) RESPONSIBLE** |
| 1. Reading Buddy Programs to include writing. Organized between Upper Elem. & Primary classrooms. | Oct. 2012 –  May 2013 | All Language Arts Teachers |
| 2. As a motivational strategy, student’s work will be displayed on Teacher Web pages. | October - June | All Language Arts Teachers |
| 3.i) Acadian cultural experiences/author presentations will be held.  ii) A multi cultural day will be held at our school celebrating our communities’ rich multi cultural heritage. | February – May  March | Immersion Teachers  All Teachers |
| 4. Focus on Social Justice Issues (Me to We Program). | January - May | Mrs. Page/Mme. Martin/ Leadership |
| 5. Author studies will be implemented – follow up with Skype sessions between author and students. | October - May | All Literacy Teachers |
| 6. Establish a connection with CIBS to share stories and compare cultural differences | January – May | Immersion Teachers |
| 7. Incorporate Oral Language experiences through inquiry | Sept. - June | All Literacy Teachers |

**WRITING:**

|  |  |  |
| --- | --- | --- |
| **OUTCOMES** | **TIME FRAME** | **PERSON(S) RESPONSIBLE** |
| 1.Author of The Day | September – June | Literacy Teachers |
| 2. Use inquiry to develop written stories (through experiences). | September – June | Literacy Teachers |
| 3. Students will generate their own story books using StoryBird, Prezi, Glogster. | January - June | Literacy Teachers |
| 4. Use graphic organizers in daily writing. | Sept. 2012 –  June 2013 | Literacy Teachers |
| 5. Use Ipad technology to enhance writing. Use cameras and video lab equipment to complete video presentations. | Sept. 2012- June 2013 | Teachers/Mr. Donovan/Mrs. Page |
| 6. Grade 4 Writing Buddies with Gretna Green | November – May | Mrs. Mckay  Mme. LeBouthillier & Mme. Matchett |
| 7. Stories and writing experiences will utilize “photo story” software, green screen, I-pad, video pres., etc. to motivate and promote writing experiences | November - June | Literacy Teachers/ Mr. Donovan/Mrs. Page |
| 8. Exemplary pieces of student writing will be shared by students at monthly assemblies to support and encourage writing | October - June | Mr. Donovan, Mrs. Page, Literacy teachers |

**Numeracy Goals**

**To improve numeracy skills in all strands for all students K-5.**

**As stated in “When Kids Come First”** **by the year 2013 “90% of kids will reach the numeracy standard at Grade 3 and again at Grade 5; 20% of this number will exceed expectations”.**

**Our school will, over the course of the next three years, will improve numeracy scores to ensure that 90% of our students attain acceptable or better on the Grade 3 Provincial Assessment Pilot, the Grade 4 District Assessment and the Grade 5 Provincial Math Assessment.**

**In addition, 20% of our children will achieve strong performance.**

**Objectives:**

* During the 2009-2010 school year we will improve district and provincial assessment results by 10 % in each of the numeracy strands.
* Mental math scores will improve by 20 % in district and provincial assessments.

**Strategies:**

* Teachers will receive ongoing in-service on the PRIME MATH Resource.
* Teaching strategies for the various math strands will be shared at Divisional Meetings.
* In School Resource & Methods teachers and Numeracy Clinicians will provide 4-6 week interventions targeting marginal students.
* Math Enrichment will be provided for students.
* Mental Math will be incorporated into the daily routine of each classroom.
* Teachers will work together as Professional Learning Teams to address the various learning needs of all students.
* Differentiated Instruction will be offered at all grade levels to better meet the needs of individual learners.
* Professional Development opportunities will be provided to all Math teachers to improve overall teaching performance.

**Numeracy Action Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **OUTCOMES** | **TIME FRAME** | **PERSON(S) RESPONSIBLE** | |
| 1. Mathletics will be used in all grades 3-5 classes (scheduled lab time or homework assignments). | Sept – Dec.  (Set-up, training, practice,  Jan-June  (Implementation) | Grades 3-5 Teachers | |
| 2. Use Key Skills Resource for assessment of Pre and Post Programming. | September 2012 – June 2013 | Math Teachers | |
| 3. Implement Singapore math strategies on a weekly basis. | Weekly – Sept 2012 – June 2013 | Mlle. Martin  Mme. Aubry | |
| 4. Problem of Week: Designed by upper elementary classes for K-2 | January - June | Math Teachers | |
| 5. F. I. Teachers will partner with grade level counterparts, at regularly scheduled PLC meetings, to share strategies/collaborate (Make & Take). | September – June | | Immersion Teacher/Immersion Leads |
| 6. Opportunities to visit other classrooms to observe math lessons, will be provided to all math teachers. | January – May | | Math Teachers/Mr. Donovan |
| 7. A “Math Word Wall” will be set up in each classroom (K-5). | October – June | | Math Teachers |
| 8. Mental Math strategies will be a focus for PLC meetings. | October – June | | Math Teachers |
| 9. Math skills (newly acquired) will be re-visited/incorporated into daily routines. | September – June | | Math Teachers |
| 10. Incorporate Smart Exchange Website into classroom teaching. | October – June | | Math Teachers |

|  |  |  |  |
| --- | --- | --- | --- |
| 11. 100th Day Celebration will be held with Primary Grades | February | Primary Teachers/Administration | |
| 12. Monthly meetings will be arranged to create common assessments. | November - June | | PLC Teams |

**SCIENCE Action Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **OUTCOMES** | **TIME FRAME** | **PERSON(S) RESPONSIBLE** | |
| 1. K-3 School-based teams meet once a month to develop and map curriculum (Planning, experiments, gather resources). | October - June | K-3 Teachers | |
| 2. Showcase experiments on Smarboard, podcasts (technology) | January – June | | Science Teachers/Technology Team |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. Become A Green School –campaign for a blue box to recycle paper –waive fees. | By June 2013 | Teachers and Leadership  Group Classes | |
| 4. Educate community about “green” ideas. | October 2012 – June 2013 | | Me to We Program/  Mrs. Page |
| 5. Explore green initiatives –  (toy swap, book swap, bottle drive, clothing drive, community garden). | January – June | | Teachers/Administration/  Community |
| 6. Materials will be procured to support at least one science experiment/month/grade level | October – June | | Science Teachers/  Administration |
| 7. Experiments will be uploaded to You Tube | January - May | | Science Teachers/Technology Team |
| 8. A Science Fair will be held | April | | Science Teachers/Administration |