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Miramichi Rural School

School improvement plan

2013-2014

***School Profile***

Miramichi Rural School is situated within the region of Anglophone North School District.  We host a K-8 school that has approximately 80 students and 15 staff members.  Our staff comprises of 7 Teachers, 3 Educational Assistants, 1 Intervention Worker, 1 Custodian, 1 Administration Assistant, and 1 Administrator.

Our students come from the general neighborhood around the school.  We have a complete English program from K-8 including Intensive French at Grade 5 and Post Intensive French from Grades 6 to 8. As a small school, we have the advantage of small class sizes, some of those configurations are combined.

The school is situated in Miramichi Bay and serves a rural population of small communities, spanning from Escuminac to the east, to Highway 11 (Black River) to the west.  Amidst those Anglophone students designated to Miramichi Rural, there are also a percentage of students who have transferred from their original neighboring Francophone School District.

Mission Statement

To create a community of learners, while developing the potential of each child’s unique qualities.

Vision Statement

Miramichi Rural is a community school where staff, parents, and students are excited about lifelong learning. The diverse educational opportunities and activities offered will shape students into responsible, productive citizens and leaders of tomorrow.

# **Data Analysis**: SIP revisions for the 2013-2014 school year have been made based on assessment data and perception surveys received for the past school year and in alignment with an ongoing review of assessment and perception survey data during recent years. Future changes will reflect the most recent data gathered from various sources. Interventions will be provided according to availability and targeted grade levels.

**Measurement of Data**: student progress will be tracked comparatively using:

* Ongoing school based formative assessments
* District level assessments
* Provincial level assessments
* Data obtained from AIMS web testing
* Data obtained from Key Skills Math Assessments
* Data obtained from Mathletics
* Data obtained from the Tell Them From Me survey

**Primary Level Numeracy Plan**

Area of Focus: To improve student proficiency in Math.

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| **Goals** | **Plan of Action** | **Person Responsible** | **Target Dates** | **Monitoring** | **Evidence** |
| PLOP: In June 2013, 80% of students in Kindergarten, 87% of students in grade 1, and 84% of students in grade 2 met the expected numeracy outcomes as measured by the Key Skills Math Assessment.  Goal: By June 2014, 85% of all primary students will meet the expected end of year outcomes in numeracy. Their performance will be measured using the Key Skills Math Assessment. | Teachers will continue the implementation of Math Makes Sense.  Utilize recommendations supplied by the EST-R who will identify and support classroom teachers with strategies and material.  Integrate a variety of hands-on activities that provide students with a kinesthetic approach to learning number sense.  Continue to incorporate Mathletics program into Math lessons (grade 1/2). | Primary teachers: Miss MacKenzie & Ms. Bordage  ESST-R: Mrs. Guimond  Math Lead: Mrs. Pitre  Mrs. Larkin (Math Intervention) | September-June | In-Progress | Key Math Skills Assessment  Observations  Analyzing student data, planning  Observations, formative assessment |

**Primary Level Literacy Plan**

Area of Focus: To improve student proficiency in Literacy.

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| **Goals** | **Plan of Action** | **Person Responsible** | **Target Dates** | **Monitoring** | **Evidence** |
| PLOP: According to the Grade 2 Provincial assessment in May 2013, 86% of students achieved appropriate or better in reading and 100% of students achieved appropriate or better in writing. The writing was marked by District. Four students achieved a strong performance in organization and three achieved this in word choice.  Goal: This year, 85% of students will achieve or exceed the outcomes on the Provincial assessment. | Teachers will continue to use the K-2 literacy standards to guide instruction.  Continue with the implementation of the Daily Five.  The Zoo-Phonics program and ABC Boom will continue to be implemented in Kindergarten.  Lessons will focus on Letter sound fluency and letter naming fluency for proficiency on these foundation areas of reading.  EST-R will support classroom teachers with small group instruction within the classroom. | Primary teachers: Miss MacKenzie & Ms. Bordage  ESST-R: Mrs. Guimond | September-June | In-Progress | AimsWeb testing  Running Records  Observations  Analyzing student data, planning |

**Elementary Level Numeracy Plan**

Area of Focus: To improve student proficiency in Math.

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| **Goals** | **Plan of Action** | **Person Responsible** | **Target Dates** | **Monitoring** | **Evidence** |
| PLOP: Currently, 14.3% of grade 3 students (7 students) are experiencing difficulty subtracting 3-digit numbers and using mental math.  Goal: As of June 2014, 90% of students in grade 3 will meet or exceed the outcome of subtracting 3-digit numbers and apply mental math strategies to add and subtract 3-digit numbers. | Teachers will continue the implementation of Math Makes Sense.  Provide increased teaching and activities related to basic operations and mental math strategies.  Continue to incorporate Mathletics program into Math lessons.  Introduce ‘guided math’ to grade 4 students to take place weekly.  Math stations will be used to provide students with a variety of hands-on learning opportunities. | Mme. Perron, Miss Reid and Miss Vienneau  Mrs. Larkin (Math Intervention)  Miss Vienneau and Mrs. Pitre. | September-June  December-June | In-Progress | Summative unit tests  Observations  Analyzing student data, planning  Observations, formative assessment |

**Elementary Level Literacy Plan**

Area of Focus: To improve student proficiency in Literacy.

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| **Goals** | **Plan of Action** | **Person Responsible** | **Target Dates** | **Monitoring** | **Evidence** |
| PLOP: As of September 2013, 61% of grade 4 students are reading at the appropriate text level (Level P+) based on running records.  Goal: As of June 2014, 75% of students will meet or exceed the reading level of P+ that will be measured by running records and 75% of students will achieve appropriate or better in writing based on the Provincial writing standards documents and rubrics. | Teacher will continuously teach, model and practice specific writing traits and provide examples of strong and appropriate achievement in writing.  Continue to focus on Personal Narrative writing using the “Hamburger Model”  Teachers will put more emphasis on conferencing with students with regards to reading and writing. | Miss Reid and Mme. Perron | September-June | In-Progress | Running Records  Observations  Analyzing student data, planning |

**Middle Level Numeracy Plan**

Area of Focus: To improve student proficiency in Math.

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| **Goals** | **Plan of Action** | **Person Responsible** | **Target Dates** | **Monitoring** | **Evidence** |
| PLOP: In June 2013, 72% of current grade 6 students achieved appropriate or better on numeracy outcomes, however, only 44% were successful in the area of problem solving.  In June 2013, 44% of current grade 8 students scored below acceptable on the grade 7 District Assessment. Students were particularly weak in the area of mental math.  Goal: As of June 2014, 75% of students will meet or exceed the outcomes related to word problems measured by a year-end summative assessment.  This year, students will score an average of 75% on the outcomes related to mental math as measured by the grade 8 Provincial assessment. | Continued reliance on assessing by the outcome with a focus on word problems.  Continued use of Mathletics to improve basic skills.  Incorporate a Math problem of the day to give students extra practice each day on word problems.  EST-R classroom support.  Students will write weekly mental math quizzes.  Students will be provided exemplars of answers considered to be ‘appropriate’ and encouraged to mark their peers work using the same “look fors” given to teachers. | Mr. Hayward  Mrs. Guimond (EST-R) | September-June | In-Progress | Year-end summative assessments  Formative assessment year-long  Observations  Analyzing student data |

**Middle Level Literacy Plan**

Area of Focus: To improve student proficiency in Literacy.

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| **Goals** | **Plan of Action** | **Person Responsible** | **Target Dates** | **Monitoring** | **Evidence** |
| PLOP: In October 2012, 77% of students achieved appropriate or better in Reading on the Provincial assessment and 85% were appropriate in writing.  Goal: This year, 80% of students will achieve appropriate or better in reading, and we will maintain 85% in writing that will be measured by the Provincial assessment. | Teachers will put more emphasis on conferencing with students with regards to reading and writing.  Create rubrics with students for different writing assignments and provide exemplars so students understand expectations.  Teachers will set up “Writer’s Notebooks” following the strategies from the book “Notebook Know-How” by Aimee Buckner.  Intentional cross curricular writing. | Mrs. Walsh and Miss Vienneau  Mrs. Walsh, Miss Vienneau and Mr. Hayward | September-June | In-Progress | Grade 7 Provincial Literacy Assessment  Observations  Analyzing student data, planning |

**School-Wide Positive Learning Environment Plan**

Area of Focus: To improve the culture of our school.

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| **Goals** | **Plan of Action** | **Person Responsible** | **Target Dates** | **Monitoring** | **Evidence** |
| PLOP: As of December 2013, 76% of middle school students feel bullying is a problem at our school according to a school survey conducted.  Goal: As of June 2014, 50% of middle school students will feel bullying is not an issue at our school when resurveyed. | Continue to promote and recognize positive behavior (Bucket Filling Program K-5).  Train a group of students as Peer Helpers.  Train a group of students in the Beyond the Hurt Program. | All staff  Mr. Stewart, EST-G  Mr. Stewart, EST-G and Mrs. Guimond, EST-R | September-June  November-June  February-June | In-progress | Fewer reported cases of bullying.  School survey  Students using “Bucket Filling” language |