Millerton Elementary Junior High School



Address: 4711 Highway 108

Derby, New Brunswick

E1V5C3

Telephone: (506)-627-4090

Our school mission:

Millerton School strives to educate the whole child by building CHARACTER, KNOWLEDGE, and OPPORTUNITIES to practice these skills.

**Our school vision:**

**Our school is a community school where all stakeholders are excited about learning. We will make possible experiences that shape students into responsible, productive citizens and leaders of tomorrow.**

Revised 04-01-2014

Millerton School is a community school that finds it home on the banks of the Miramichi River. Our school reflects the strengths and values of our community and we are constantly striving for improvement while keeping a close connection to our roots and heritage. We provide opportunities for our students in and out of the classroom through constant professional development of our staff and opportunities for enrichment and extracurricular activities for our students.

The parents in our community support us and are hands on when it comes to meeting the needs of the school. We have a strong PSSC and Home and School organization. The shareholders at Millerton School are dedicated to the students and the opportunity for them to develop into well rounded leaders of tomorrow.

Millerton School is a small rural school located on the Miramichi River south of the city of Miramichi on Highway 108. There are 104 students from grades K-8. We presently have combined 3-4 and 6-7 classes. We have 9.3 FTE teaching positions, a part time physical education specialist, a guidance counselor 2 days a week, 3 Educational assistants, a part-time school librarian, an administrative assistant, and two and half full time custodians.

There has been progress in some areas previously assessed; however, improvements in reporting and assessing will mean more detailed results that provide a clearer picture of student performance. We are concerned over our writing progress and growth in this area. Yet we need to maintain and grow in other areas as well. We want to ensure that high expectations are the norm and that success is recognized and celebrated.

Presently our plan has three main areas of focus. In Literacy we are working on Reading comprehension and implementing a reader’s workshop to mirror our writer’s workshop. Our numeracy results in mental math and value concepts are also focused on in this plan. As a school we also set a positive Learning environment Goal with the emphasis being mental fitness.

**Standards:**

At Millerton we strive to see all of our students score acceptable or better on all school, district and provincial assessments.

**Data Analysis:**

**Issues relating to Assessment results: Percentages are expressed for students achieving appropriate or better.**

**Grade 2 literacy Assessments**:

In the reading component we are at 70 %.( 20% at superior). The goal for this assessment is 77%.

**Grade 5 math Assessments**:

In numeracy we are at 75%re acceptable or better (42% are superior). The goal for this assessment is 80%.

**Grade 7 Literacy Assessments**:

In the reading component we are at 77%. (15 % at superior) The goal for this assessment is 85%.

**Grade 7 Math Assessments**:

In math we are at 70% at acceptable or better. (40% at Superior). The goal is 77% at acceptable or better.

**Grade 8 Math Assessments**:

In math we are at 70 % at acceptable or better. (40% at strong achievement.) The goal for both strands is 77%.

**Measurement:**

Student progress will be monitored and tracked using:

* Struggling student monitoring and weekly meetings
* District and provincial level assessments.
* Text placement level and calibrations K-3.
* Aims web data K-3.
* Key math skills at k-2 levels.
* Observation Surveys
* PRIME math
* Writing Rubrics (6+1 Traits and Lucy Calkins Methodology)
* Student Writing Samples
* New Atlantic Assessment Binder
* Attendance and Tardiness
* Behavior and Detention Tracking

Key Math results Millerton

Millerton provincial Assessment results 2012-2013

We have established a biweekly daily meeting where teams (k-4 and 5-8 teams) meet with a number of capacities. This team is struck with the task of reviewing school policy, reviewing Improvement, and shaping the learning environment. The team meets daily every second week and all staff will serve terms on the team, with the Administration, Educational Support Teacher Resource and Guidance being permanent. This team will be a daily measure for the building. Meetings are designed as Monday and Thursday Struggling Learners and ESST, Tuesday literacy PLC, Wednesday Numeracy PLC, and Friday School Improvement.

Growth at grade level will be monitored. Success celebrated and accommodation made for challenges.

Every effort will be made to provide necessary interventions at targeted grade levels. We work to maximize our limited resource time with scheduling that reflects the needs of our students.

**Goals:**

Literacy Goal

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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 | | | | | Reading results will increase 10% per year on provincial and district assessments to 90% and above at all levels to 2015 | | | | | Develop a comprehensive system to monitor and track reading progress grade 5-8. Increasing student accountability and focusing on reading strategies at the higher grade levels. | | | | |
| School Area of Focus: Increase reading comprehension performance grades 5-8.  Justification: Reading comprehension results are in the 73% range on school based and provincial assessments. | | | | | | | | | | | | | | |
| Smart Goals | | Strategies and Actions | | Responsibility | | | Resources | | Timeline | | Monitoring | | | Evidence of Success |
| By June 2015 the reading assessment on comprehension will average 80% on provincial and school based assessment. | | Implement close reading strategies during reader’s workshop. | | Tom McCabe, Paula Duffy | | | Notice and Note: Strategies for Close Reading by Kylene Beers (Author), Robert E. Probst (Author). | | Second Term | | In class assessment both formative and summative on implementing strategies.. | | | Increase is performance average on in-class and provincial assessments recorded at peak assessment times and benchmark periods |
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|  | | Home Oral reading Log | | Tom McCabe | | | Newsletter for parents | | Three periods during term | | Two week periods | | | Signed by parents |
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|  | Targeted resource periods on comprehension to address struggling learners. | | Jay Allison, Cindy sturgeon | | | Atlantic Literacy assessment resource Reading a-z | | Second term | | | | Biweekly PLC meeting | Increased success in Reading comprehension strands. | |
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| Literacy Goal |  |  |  |  |  |  |
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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 | | | | | Reading results will increase 10% per year on provincial and district assessments to 90% and above at all levels to 2015 | | | | | Develop a comprehensive system to increase student success in their writing in targeted traits measured by grade level department standards rubric. | | | |
| School Area of Focus: Increase performance in word choice trait and vocabulary development in writing performance grades k-8.  Justification: Word Choice performance is in the 65% range on school based and provincial assessments. | | | | | | | | | | | | | |
| Smart Goals | | Strategies and Actions | | Responsibility | | | Resources | | Timelines | | Monitoring | | Evidence of Success |
| By June 2014 the students will show 7% growth in the word choice trait on provincial and school based assessment.  PLOP: On Grade 2 Provincial writing assessment 62% success in word choice and Grade 7 Provincial 64% success in word choice. | | Spelling Bee- school wide spelling bee with no excuse words augmented with words to expand vocabulary | | Tom McCabe, Marisa Jeffery, Kerwin Green, Cindy Sturgeon | | | No excuse words by grade level- writing resources portal.  -Spelling resources Reading A-Z | | Second Term | | Grade level in-class quizzes and peer level competition | | Increase is performance average on in-class and provincial assessments |
|  | | Common marking of grade level writing assignments at biweekly PLC meeting. | | Tom McCabe, Marisa Jeffery, Kerwin Green, Cindy Sturgeon, Bonnie Vickers, Marsha Hamilton, Joanne Simpson | | | Writing standards and exemplars at grade level | | Weekly Literacy PLC meeting at Morning meeting time second term | | In class assessment | | Increase in teacher collaboration in writing assignments | |
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|  | | -Speech writing completion- persuasive writing in class writing assignment | | Tom McCabe, Marisa Jeffery, Kerwin Green, Cindy Sturgeon | | | Grade level self-assessment rubrics and exemplars | | April-May | | Multi- grade peer assessment | | Celebrate successes  -in school competition |
|  | | Modeling word choice in morning message and mini lessons | | Marsha Hamilton | | | High frequency word list-Reading A-Z-  IBM Destinations Literacy components | | Dec-June | | Daily writing assignments  -Daily 5  -Writers workshop | | Improved word choice in both Oral and written expression |
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|  | Explode boring words using descriptive words and synonyms ex: fun: pleasant, wonderful, enjoyable | | Bonnie Vickers | | | High frequency word list-Reading A-Z-  IBM Destinations Literacy components | | Dec-June | | | | Daily writing assignments  -Daily 5  -Writers workshop | - During shared writing and writing conferences students will use these words while speaking |
|  | Word cemetery-  Student selected words are removed from their writing choices and laid to rest- only to be replaced by words that are full of life | | Marisa Jeffery | | | Dictionary  Thesaurus  Reading – A-Z | | Dec-June | | | | Daily writing assignments  -Writers workshop Daily  -Formative assessment  - | Improved word choice in both Oral and written expression.  Creative word choice in Daily journal. |
|  | Student will improve their ability to use stronger and more effective words in their word choice component in the traits of writing | | Kerwin Green | | | No excuse words by grade level- writing resources portal.  -Spelling resources Reading A-Z | | Second Term | | | | Daily writing assignments  -Writers workshop Daily  -Formative assessment | Improved word choice in both Oral and written expression.  Creative word choice in Daily journal. |
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Numeracy Goal

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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 | | | By June 2014, results on the mental math component of all Provincial math assessments will increase to an average score of 70% at grade 3, 5 and 8. | | | Mental math in grades five through eight. | | |
|  | | |  | | | Number value relationships in grade k-2 | | |
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| School Area of Focus: Mental math in grades 5 through 8  Justification: A Review of 2012-2013 Grade 5 through 8- 49% were below acceptable at grade 5- 38% were below acceptable at grade 8.  Provincial Math Assessment determined that the average scores for the  Mental Math strand was 53/% for Grade 5 and 61/%for Grade 8. | | | | | | | | |
| Smart Goals | Strategies and Actions | Responsibility | | Resources | Timelines | | Monitoring | Evidence of Success |
| This year our average score on the mental math strand of the Provincial Math Assessment 2013-2014 in Grade 58 will meet or exceed  60/%.  and Grade 8 will meet or exceed  65/%.  PLOP: 53% acceptable at grade 5. 61% acceptable at grade 8. | -Grade 5 through 8 Math Teachers will focus on -Mental Math Strategies each day. Reinforcing value of strategy. | Marisa Jeffery- Jay Allison | | Online resources provided by math leads.  -Prime math  -Key math  -Math Essentials | December -May | | Daily formative assessment  -February 20th  April 20th in school assessments.  -Provincial assessments | Provincial Math Assessment 2013-2014 Mental Math results  -Common Assessments Grade 6 and 7  -Classroom monitoring and assessment |
|  | -Math lunch Wednesdays and Fridays days centered around a mental math strategy | Jay Allison | | Math essentials  -online math resources  -Smart lesson bank  - Learn Alberta | Second term | | Student attendance | Increase in student performance on in-class assessment and weekly quizzes. |
|  | -Math ops game based math activities focusing on mental math strategies | Marissa Jeffery | | Math essentials  -online math resources  -Smart lesson bank  - Learn Alberta | Second term | | In class assessment | Increase in student performance on in-class assessment and weekly quizzes. |
|  | Math workshop with math mentor | Tom McCabe | | Angela Buggie | January-February | | Walk through observable use of strategies. | Universal design for learning component strengthened in lesson plans. |
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| School Area of Focus: Numeracy value relationships in grade k-2. Interdependent value concepts.  Justification: Students at the K-2 level are performing at an average of 68% on these math concepts in the key math skills testing questions. These concepts are important building blocks to understanding math concepts and indicators of future success. | | | | | | |
| Smart Goals | Strategies and Actions | Responsibility | Resources | Timelines | Monitoring | Evidence of Success |
| By June 2014 students in k-2 will perform at 78% success rate in key math on third assessment.  PLOP: 68% are successful on the Key Math concepts. | Math workshop with math mentor | Tom McCabe | Angela Buggie | December- January | In class formative assessment  -Common assessment of concepts-  Key math targeted questions assessment | Classroom performance and assessment  -Key math performance Third assessment |
|  | -Math newsletter for parents focusing on strategies to reinforce classroom- encourage the use of online resources. | Bonnie Vickers Marsha Hamilton Joanne Simpson | Math essentials  -online math resources  -Smart lesson bank  - Learn Alberta | Three letters – February, April,  May | Newsletter in parent friendly terms and user friendly format. | Feedback from parents. Re-useable resource |
|  | -Identify web-based resources for skills and drills | Bonnie Vickers Marsha Hamilton Joanne Simpson | Angela Buggie  Craig Crawford | January | Appropriate web based resource list created | Student performance increased on Formative assessment. |
|  | -100th day activities focused on empirical relationships | Bonnie Vickers Marsha Hamilton Joanne Simpson | Resource- 100th day the Math way | February | Classroom level activities.  -presentation for other classes | Celebration of 100th Day.  Facts quiz |

Positive learning environment

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| EECD Areas of Focus  (ED Plan) | District Areas of Focus  (D.I.P.) | School Areas of Focus  (S.I.P.) |
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| Improve learning environments and instructional practices to ensure inclusive 21st century education | All schools will develop and implement a RTI model to meet behavioural and academic student needs | The school will promote a Positive Learning Environment by developing and implementing a school-wide initiative to increase student mental fitness (RTI Tier 1 Intervention) |
| Increase opportunities for youth to develop enterprising habits and to engage in active citizenship |  |  |
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| School Area of Focus: Increased mental Fitness “Fill up your bucket with Mental Fitness: It’s cool to stay Cool”  Justification: Increasing numbers of referrals are coming to Guidance concerning anxiety and anger issues | | |

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| Smart Goals | Strategies and Actions | Responsibility | Resources | Timelines | Monitoring | Evidence of Success |
| This year 80% of students will increase their mental fitness by developing strategies to better control their anxieties and angry feelings | School wide mental fitness campaign  Classroom visits from Guidance counsellor - pre-test/post-test  Teachers reinforce with supplementary activities  Support Staff – reinforce strategies | **Principal**:  Oversee project;  Promote project; agenda item;  Provide funding  **Guidance Counsellor**:  Classroom visits; provide supplementary material for staff; provide list of required materials; collect and compile data; report progress to morning meeting teams.  **Teachers**:  Provide supplementary instruction; reinforce strategies; monitor progress of students.  **Support Staff**:  Reinforce Strategies  Students:  Self-monitor | 1.Books:  Stress relief for Kids-Martha Belknap  The Relaxation and Stress reduction Workbook –Lawrence Shapiro; Pep Talks – The Guidance Groups; Lions Quest Skills for Adolescence – Lions Clubs International;  Building Emotional Intelligence – Linda Lantieri;  The Coping Skills Workbook –Lisa Schab;  2.Online Resources: Discovery Education Canada;  NFB;  PBIS World  3. Tools for Students:  Bucket filling binder; worksheets and Journal; Stress Ball; Stress tester card  4. Pre-Test/Post-Test:  Spencer Children’s Anxiety Scale; The Behavioural Anger Response Questionnaire for Children | Jan-June 2014 | 2014 – Jan Pre-test  March 2014 – check up  June 2014 – Post-Test | Increased mental fitness through self-report  Behaviour data  Guidance referrals |
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Action Steps:

1. Guidance Counsellor – Pre-tests for K to 8 Students; K-2 Teachers – Teacher report on student anxiety (Pre-test); K-8 Students – fill out self-report (Pre-Test)
2. Guidance Counsellor – Classroom Visits – coping strategies; Teachers – reinforce strategies with supplementary activities; Support Staff – Prepare posters to reinforce strategies.
3. Principal – Weekly recognition of students who show mental fitness “Filling their own Bucket by Staying Cool”.
4. Guidance Counsellor – Post tests for K-8 students; K-2 Teachers – Teacher report on student anxiety (Post-Test); K-8 Students – fill out self-report (Post-Test)

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**Monitoring**

**The progress on these goals will be monitored at the Leadership meetings weekly, at staff meetings monthly, and at Improvement meetings quarterly. Friday is set aside for school improvement at our team level meeting and we focus on these goals and review the progress.**

**Evaluation**

**The Improvement plan will be evaluated at PSSC meetings, and at Improvement meetings. The document is living and if Goals need to be changed they will be tweaked at this time.**