

ELSIPOGTOG SCHOOL SUCCESS PLAN 2013-2014

Our staff believes all children have the ability to learn. We believe in working in partnership together and with parents and community to support our students to develop their unique talents, so they may reach their full potential as productive citizens and lifelong learners.

The goal of the 2013-14 School Success Plan for Elsipogtog School is to support student success - especially to develop literacy, numeracy, and 21st century learning skills - as well as to achieve the school's culturally-focused Mission:

Elsipogtog School takes the responsibility to provide a quality education in a safe and caring environment by promoting/encouraging:

- respect for self and others
- its unique cultural identity
- children to take responsibility for their actions
- children to be given the skills needed to develop social responsibility, especially in living the 7 sacred teachings of Love, Respect, Honesty, Courage, Humility, Wisdom, and Truth which will help them to do their personal best in school, home, community, and life.

This plan was completed through the input of various school improvement teams in response to the school-wide improvement ideas survey that all staff completed in January 2013. Staff, parent and student suggestions were included in this survey and all staff ranked each idea to identify high priority improvements that would best support student learning and success. Improvement teams include Literacy, Mathematics, 21st Century Learning & Technology, Staff/Student Health & Wellness, Parent & Community Partners, Alternative Education and Enrichment, Mi'kmaq Cultural Integration, and Student Wellness Restorative Justice. Some tasks were carried over from the previous year's plan.

The 2013-14 plan will be revised in October/November. All staff members, students, parents, and community members are encouraged to share their improvement ideas at any time with Director of Education Ivan Augustine, Principal Jesse Simon, Vice Principal Stan Drillen, or the school's Student Success Coordinator, Sue Ziemba.

At Elsipogtog School "We're here for the children."

ELSIPOGTOG SCHOOL ASSESSMENT DATA SUMMARY

Academic assessments provide essential data to inform curriculum and instruction. As these charts show, progress from 2010 to 2011 was very minimal and in many cases student performance declined, especially in reading and writing. The primary goal of the First Nation Student Success project was to improve literacy and numeracy across all grade levels.

The target goal for literacy and numeracy improvement in the FNSSP project from the 2011-12 to the 2012-13 school year was 10%. This goal was achieved in most grade levels and exceeded in several grades on the NB provincial Assessments as shown in the following tables. However, continued strong emphasis on reading, writing, and math instruction at every grade level is essential to help our students achieve similar performance as their grade level peers across the province.

READING: % OF STUDENTS MEETING/EXCEEDING EXPECTATIONS ON NB PROVINCIAL ASSESSMENTS

Grade 2	2010	2010	2011	2011	2012	2012
	N	%	N	%	N	%
All*	11/20	55	8/21	38	23/33	66.7
Tested	11/20	55	8/20	40	23/28	82.1
Female					11/14	78.6
Male					12/14	85.7
Province	5024	83.6	5024	77.3		
District	341	85.9	339	84.4		

* All includes "did not write" and "exempt" students.

Grade 4	2010	2010	2011	2011	2012	2012
	N	%	N	%	N	%
All*	15/23	65.2	8/36	22.2	5/17	29.4
Tested			8/31	25.8	5/10	50
Female					2/4	50
Male					3/6	50
Province		83.4	3823	80.4		
District	334	87.7	290	87.2		

* All includes "did not write" and "exempt" students.

Grade 7	2010	2010	2011	2011	2012	2012
	N	%	N	%	N	%
All*	6/34	17.6	3/21	14.3	17	41.2
Tested	6/27	22.2	3/15	20.0	15	46.6
Female			3/8	37.5	9	44.4
Male			0/7	0	6	50.0
Province	5709	69.8	5581	69.4	5430	76.2
District		67.0				

* All includes "did not write" and "exempt" students.

STAR READING ASSESSMENT GROWTH 2012-13

While not yet passing the provincial assessment, many grade 3-8 students are making good progress from their actual point of performance. This chart shows the average gain in each grade level from September to May. Students who achieve 7 months of gain on their Grade Level Equivalent (GE) scores are making appropriate grade level progress. Given our school's high special needs population, average gains of 6 months indicates good class progress. However, most students are 2-3 grade levels below in reading. Continued reading instruction emphasis in every classroom is essential to help our students achieve grade level performance.

Grade	Months gained over 7 months instruction	Elsipogtog GE average	USA normed GE for May
3	+5	2.1	3.8
4	+3	2.7	4.8
5	+5	3.0	5.8
6	+7	3.7	6.8
7	+6	5.0	7.8
8	+5	5.5	8.8

WRITING: % OF STUDENTS MEETING/EXCEEDING EXPECTATIONS ON NB PROVINCIAL ASSESSMENTS

Grade 2	2010	2010	2011	2011	2012	2012
	N	%	N	%	N	%
All*	11/20	55	10/23	43.5	28/33	84.8
Tested	11/19	57.9			28/28	100
Female					14/14	100
Male					14/14	100
Province	5016	70.7	5024	68.6		
District	341	68.3	341			

* All includes "did not write" and "exempt" students.

Grade 4	2010	2010	2011	2011	2012	2012
	N	%	N	%	N	%
All*	10/23	43.5	2/36	5.6	3/17	17.6
Tested			2/27	7.4	3/10	30.0
Female					1/4	25.0
Male					2/6	33.3
Province	3823	63.2	3823	59.4		
District	334	66.2	290	65.2		

* All includes "did not write" and "exempt" students.

Grade 7	2010	2010	2011	2011	2012	2012
	N	%	N	%	N	%
All*	6/34	17.6	4/21	19.0	17	17.6
Tested	6/27	22.2	415	26.7	14	21.4
Female			4/8	50.0	8	25.0
Male			0/7	0	6	16.6
Province	5709	69.8				
District		47.0			5430	62.6

* All includes "did not write" and "exempt" students. Note: 2012 testing is administered in October for this grade.

MATHEMATICS: % OF STUDENTS MEETING/EXCEEDING EXPECTATIONS ON NB PROVINCIAL ASSESSMENTS

Grade 3	2010	2010	2011	2011	2012	2012
	N	%	N	%	N	%
All*			6/15	40	8/20	40
Tested			6/13	46	8/19	42
Female					2/7	29
Male					6/12	50
Province						
District						

* All includes "did not write" and "exempt" students.

Grade 5	2010	2010	2011	2011	2012	2012
	N	%	N	%	N	%
All*	0/18	0	2/18	11.1	1/31	3.2
Tested	0/9	0	2/18	11.1	1/20	5.0
Female					0/12	0
Male					1/8	12.5
Province	~5000	59.4	5354	60.8		
District	409	67.5		67.1		

* All includes "did not write" and "exempt" students.

Grade 8	2010	2010	2011	2011	2012	2012
	N	%	N	%	N	%
All*		0	2/12	16.7	9/23	39.1
Tested			2/8	25.0	9/17	52.9
Female					5/11	45.4
Male					4/6	66.7
Province		59.3	5786	57.6		
District	462	68.4	416	64.7		

* All includes "did not write" and "exempt" students.

STAR MATH ASSESSMENT GROWTH

While not yet passing the provincial assessment, many grade 3-8 students are making good progress from their actual point of performance. This chart shows the average gain in each grade level from September to May. Students who achieve 7 months of gain on their Grade Level Equivalent (GE) scores are making appropriate grade level progress. Given our school's high special needs population, average gains of 6 months indicates good class progress.

However, most students are several grade levels below in math and fall behind more each year as math concepts increase in complexity. Continued math instruction emphasis in every classroom is essential to help our students achieve grade level performance.

Grade	Months gained over 7 months instruction	Elsipogtog GE average	USA normed GE for May *
3	+6	2.3	3.8 (3.2)
4	+5	2.7	4.8 (4.2)
5	+12**	3.7	5.8 (5.2)
6	+8	3.7	6.8 (6.2)
7	+7	4.1	7.8 (7.2)
8	+10	4.5	8.8 (8.2)

* Many math skills are taught earlier in the USA and are thus included in STAR Math assessments prior to being taught in Canadian classrooms. The GE score in parentheses () is a more accurate measure of where we can expect our CA students to perform.

** Possibly due in part to 2 years of direct instruction in higher order thinking skills: analysis, evaluation, synthesis.

LITERACY ACTION PLAN

Performance target 1: Reading and Writing Assessments

Expand school-wide and classroom diagnostic assessments to increase the capacity of school administrators and staff to assess individual and group performance so curriculum and instruction can be appropriately differentiated to meet diverse student needs.

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
Fall, winter, and spring	Administer the AIMSWEB assessment grades K-3 for reading, and/or cloze comprehension to inform class/grade level curriculum improvements	K-3 classroom teachers	Review of assessment results by classroom teachers and administrators followed by appropriate differentiated instruction to support students at their current levels
Fall, winter, and spring	Administer the STAR Reading assessment for grades 3-8 for all students. Reserve time in staff meetings or PD days for grade level groups to analyze pre/post results to inform class/grade level curriculum improvements.	Computer teacher-administer tests Student Success Coordinator-compile results	Review of assessment results by classroom teachers and administrators followed by appropriate differentiated instruction to support students at their current levels
Fall, winter, and spring	Administer the SRI Reading Inventory (part of the new Read 180 program) for all selected Read 180 students and provide staff and student PD in using Lexile scores to locate leveled reading materials	Read 180 staff – SRI administration Student Success Coordinator – PD	PD workshops provided Individual scores distributed to students, Read 180 staff, and classroom teachers
All year	Continue to use the <i>Accelerated Reader</i> quizzes in all grade 3-8 classes. Have administration monitor class use on a regular basis. Reserve time in staff meetings or PD days for grade level groups to analyze results to monitor progress.	Gr. 3-8 classroom teachers and students School Success Coor & Principal – monitor class use	Regular use of AR quizzes and analysis of reports by all grade 3-8 teachers
Monthly	Provide information and professional development to staff on use of diagnostic assessments (such as Running Records, SRI) to support reading, writing, vocabulary, & critical thinking skills development	District literacy clinicians and Student Success Coordinator	PD workshops delivered and/or grade level cluster meetings held to review
Fall and spring	Continue use of the Wide Range Achievement Test (WRAT4) and/or other appropriate individual assessments for all students with Special Education	Director of Support Services and support staff	Completion of WRAT testing for all SEP and gr. 4 students in fall and spring

	Plans to diagnose learning needs and to grade 4 classes (since AimsWeb no longer reaches gr. 4.)		Distribution and review of individual assessment data by all teachers and support staff who service the student(s)
All year with extra review just prior to test	Provide test prep tips that help students understand the provincial testing format and how to read and answer the questions. Purchase additional school seat licenses for use of the online <i>Alberta Test Prep Databank</i> for individual and whole-class practice	Classroom teachers Principal – purchase Alberta seat licenses	Use of NB sample booklets, Alberta Online Test Prep, or other test prep materials in all classrooms prior to provincial testing
Spring	Review current needs and purchase materials any needed resources for provincially approved “universal” modifications during assessments.	Principals and Support Services Coordinator	Universal modification materials and resources provided for students

Performance target 2: School-wide Literacy and Instructional Approach

Use common teaching language and the same core instructional approaches across each grade level to develop all students’ understanding of core literacy skills necessary to achieve success this year and in preparation for moving on to the next grade.

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
Fall	Provide refresher professional development in use of the Daily 5 reading instruction model and copy of core text to all grade K-5 teachers	District 16 literacy clinician – PD Principals - books	Daily 5 approach consistently used in all K-5 classrooms
Each trimester	Provide all-staff refresher PD to strengthen school-wide common language and strategies for using the Blooming Butterfly critical & creative thinking skills model that develops 21 st century skills, reading comprehension, and content learning.	Student Success Coordinator	Completion and distribution of staff guide to critical thinking instruction Refresher PD held each trimester
All year	Structure authentic writing experiences for students including in-class and after-school, such as school newspaper, pen pals, or real life correspondence	Grade level clusters	List developed for grade level clusters (K-2, 3-5, 6-8) 1+ after-school writing activity offered each fall, winter, spring

Performance target 3: Reading Instruction and Practice

Consistently implement a school-wide approach to reading with emphasis on the Daily 5 method in grades K-5 and the critical/creative thinking curriculum in grades 4-6. Provide additional support to grade 4-5 students scoring 2+ years below grade level to prepare them for middle school.

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
September	Collaboratively develop homework assignment templates for parents to sign for the different grade levels. Post them on the school website.	Grade level teachers – forms Computer teacher – website posting	Homework forms in use in all classes
Upon staff request	Provide staff 1/1 meeting time and/or in-classroom modeling in instructional methods for effective reading instruction, using the new literacy matrix designed in the spring 2013 NBDOE grant work	Matrix staff – peer support Principal – release time	Release time provided as needed by staff
All year	Continue regular use of the Daily 5 method to develop students' reading comprehension skills and motivate students to want to read often and become continuous learners	K-5 classroom teachers	Demonstrated proficiency gains on provincial and local assessments in all classrooms
All year	Continue to develop and expand students' oral and written vocabulary, using appropriate resources for the grade level such as Zoophonics.	K-8 classroom teachers	Consistent growth on vocabulary assessments
All year	Move from modeling to teaching of the critical thinking and learning skills curriculum for grades 4-6 that supports reading comprehension, academic learning across content areas, 21 st century learning skills, and integration of <i>Moving Up with Literacy Place</i> and Nelson non-fiction resources	Gr. 4-6 classroom teachers with support of Student Success Coordinator	Critical thinking curriculum taught daily in all grade 4, 5, and 6 classrooms Curriculum guide expanded to include examples of student work, grading methods, and enrichment resources
All year	Continue to motivate student interest in reading through use of differentiated practice using leveled books (labeled with AR, guided reading, and lexile levels) with emphasis on obtaining additional funding if needed for ongoing expansion of leveled books collection	Principal assigned staff (backup - classroom staff) - book labeling Principals – funding	Leveled books labeled in all K-8 classrooms New leveled books purchased Increased use by students of classroom and library resources

All year	Continue literacy clinician in-class and pull-out support services for students who are “nearing proficiency” in grades K-3 to bring them closer to grade level performance	Literacy clinician	Assigned students are limited to those nearing proficiency Improved assessment results for designated students
All year	Implement the new Read 180 Next Generation program for all grade 4-5 students who are 2+ years below grade level	Read 180 staff with support of School Success Coordinator	Read 180 lab set up and operating Pre-post assessment growth
All year	Continue the school’s strong program to provide in-class services by support staff to students with SEPs to help them achieve their personal potential	Director of Support Services and support staff	Documented achievement of individual students’ SEP Plan goals and target performance
All year	Structure varied opportunities for after school tutoring by adults or student reading buddies	Volunteer for after school activity(ies)	After school tutoring activities in place
Ongoing	Continue the <i>Accelerated Reading (AR)</i> program that allows students in to select and read books according to their own interest and reading levels, then test comprehension after reading.	Gr. 3-8 classroom teachers	Use by classroom teachers Student recognition and incentives provided for high quiz scores and/or words read
Ongoing	Explore options for funding to continue expansion curriculum and instructional resources for differentiated instruction	Student Success Coordinator – ideas Principals - funding	Additional resources purchased

Performance target 4: Writing Instruction and Practice

Improve student writing skills by developing school-wide instructional strategies/methods including graphic organizers for different writing tasks and common language for the 6+1 Traits.

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
Each trimester	During staff PD on the Blooming Butterfly critical and creative thinking skills, provide school-wide graphic organizer templates aligned to the model that also develop Six Traits+ writing genre techniques	Student Success Coordinator and Literacy Clinician	Development and distribution of school-wide writing strategies & graphic organizers Improved scores on NB provincial writing Test

Upon staff request	Upon teacher request, provide staff 1/1 meeting time and/or in-classroom modeling in instructional methods for effective writing instruction, using the new literacy matrix designed in the spring 2013 NBDOE grant work	Principals	Teachers receipt of skills support from peers Release time provided as needed by staff
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NUMERACY ACTION PLAN

Performance target 1: Math Skills Assessments

Expand school-wide assessments and classroom diagnostic assessments to increase the capacity of school administrators and staff to assess individual and group performance so curriculum and instruction can be appropriate differentiated to meet diverse student needs.

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
Fall, winter, spring	Administer the STAR Math Assessment related to the Accelerated Math (AM) program for all grade 3-8 students to determine the need and scope for differentiating classroom instruction and to determine progress for individuals, classes, and grade levels	Computer instructor Classroom teachers – extra testing as desired	STAR assessments completed in all grade 3-8 classes in fall, winter, spring Compilation of pre-during-post data for individual students, classes, and grades to inform curriculum/instruction improvements
Every 2 months	Provide time in staff meetings for grade-level review and plan how to use the STAR Math assessment data to inform curriculum and instruction	Gr. 3-8 classroom teachers	Assessment data reviewed every 2 months by all classroom teachers
All year	Continue to record provincial and local math assessment results on a multi-year trend chart to inform school-wide and classroom curriculum and instruction improvements	Student Success Coordinator and Principals	Multi-year provincial assessment data charts maintained and regularly updated Administrative review of school trends
September - purchase April, May – test prep	Purchase additional school seat licenses for use of the online <i>Alberta Test Prep Databank</i> for individual and whole-class practice prior to provincial numeracy assessments as recommended by district numeracy clinicians.	Principal– purchase All classroom teachers – use of test prep databank	Use of NB sample problems, Alberta Online Test Prep, or other test prep materials in all classrooms prior to provincial testing

Performance target 2: School-wide Math Instructional Approach

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
All year	Develop a skills checklist for teachers to report on units completed & outcomes achieved, using the grade-by-grade calendar developed in 2012 which aligns NB standards, <i>Math Makes Sense</i> , and Accelerated Math, to help ensure all students in each grade are instructed in the same skills	Student Success Coor – develop list Classroom teachers – complete checklist Principals –analyze	Trimester review of teacher checklists by school administrators Analysis of math assessment results to determine if learning variances are decreasing as students move to the next grade
Periodic refreshers	Provide teacher professional development workshops for all grades N-8 that introduce school-wide definitions and “how-to” strategies for instructing various math skills	District math clinician	Professional development workshops delivered for all grades N-8 Master copy of PD handouts kept for new hires & instructional sustainability
Ongoing June 2014- Completion	Create school-wide core strategies by grade level aligned to NB curriculum standards including common language, graphic organizers, and other instructional methods that narrows the current scope of too many ways to teach outcomes	Math Improvement Team with support from district math clinician	Completion of grade level basic strategies packets aligned to NB curriculum standards

Performance target 3: Math Instruction and Practice

Design a school-wide approach to teach, practice, and consistently reinforce the primary math skills as defined in the provincial standards, based on use of the provincial *Math Makes Sense* curriculum supplemented by differentiated practice using *Accelerated Math* and other resources.

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
June	Survey staff and use input along with assessment results to determine which grade levels will continue to use Accelerated Math to support differentiated math skills practice in classrooms and purchase	Principals with input from staff	Purchase of appropriate # of seat licenses
Upon staff request	Provide staff professional development workshops in instructional methods for effective delivery of math instruction	District Math Clinician	Workshops delivered as requested
All year	Continue and expand support from District math	District math	Scheduled visitations completed

	clinician(s) to coach teachers and model strategies in the K-8 classrooms, based on student needs identified in formative & summative assessments	clinician	Positive student and staff feedback about effectiveness of modeling/coaching
All year	Use <i>Accelerated Math</i> (AM) and/or other resources that supplement whole group instruction with differentiated practice so all students are learning and progressing at their own levels	Classroom teachers and support staff	Use of Accelerated Math or other differentiated methods by all teachers Demonstrated student progress in grades K-8 on STAR Math or other assessment(s)
All year	Research and locate funding for supplemental materials to support alternative methods of instructing each math skill to support students who don't understand the core approach of the <i>Math Makes Sense</i> materials	Student Success Coordinator with input of district math clinician and school staff – ideas Principal - funding	Attainment of supplemental math skills learning resources, including manipulatives
Sept – plan All year - implement	Plan and implement a tutoring after school activity program (not just a homework club) for students identified as needed additional help in math beyond differentiated classroom instruction, with 2-4 students per tutor.	Math Improvement Team – plan Tutors - volunteers	Tutoring system in place through after school activity program
All year	Find ways to expand support staff services in the regular classroom (number of staff, math support process, and resources) for struggling students	Principals, Support Services Director, Math improvement team facilitator	Documented expansion of math support services for struggling students in the regular classroom
All year	Develop and continuously expand an idea list of “fun” math learning resources, ways to include MigMag culture in math instruction, and real life math applications. Obtain funding for supplemental resources that will motivate/engage students.	Math improvement team with support of Student Success Coordinator Principal - funding	Completion and distribution of idea list Expansion of idea list into school resource list including location of physical materials
Fall, winter, spring	Initiate math related after school activities that help engage and support students at all learning levels.	Volunteer staff or community member	Math after school activity held in fall, winter and spring
September, ongoing	Purchase and pilot the motivational online math program <i>Mathletics</i> for 1 year in the middle school	Principal – funding	Ongoing review of student progress including student interest surveys to

	(grade 6, 7, 8) classes in order to compare the effectiveness of this approach to that of <i>Accelerated Math</i> . (Requires 8 computers, likely to be donated by Computers for Schools.)	MS Math teacher - implementation	determine effectiveness and continuation (or not) of this program
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STUDENT RETENTION ACTION PLAN

Performance target 1: Mi'kmaq Cultural Emphasis

Continue to increase student motivation and engagement in school by developing opportunities within and after the school day for students to learn, experience, and value Mi'kMag cultural traditions, especially the 7 Sacred Teachings.

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
June – plan August - implement	Hold a 2 day staff FN “Cultural Training Camp” led by elders and community members to promote cultural understanding by the staff on 2 consecutive days in August before school opens	Mi'kmaq culture integration team	Cultural training camp held for staff
September - planning Oct., ongoing - visits	Set up staff visits both by individual request and by small groups to other First Nation reserves to learn and share ways to include FN traditions within Elsipogtog School's curriculum	Mi'kmaq culture integration team - planning Principals – arrange visitations	Written plan for visitations completed Visitations made to other FN reserves
September, ongoing	Include the resources in the First Nation Culture Kit within the grade 4 culture class	Culture teacher	FN Culture Kit materials embedded in grade 4 culture class
September, October, November	During Mi'kmaq culture integration team meetings, create a list of current resources and their locations in the school that can be used to teach Mi'kmaq history and culture to instill pride in heritage, develop students' self-esteem, and motivate pride in their school work. Then decide where specific materials should be stored for shared access by staff. (Start with the current list of FN resources & action research from the NBDOE grant)	Mi'kmaq culture integration team	Written list of resources and their location in the school that can be used to embed Mi'kmaq history and culture
September,	Review and revise the wish list of FN resources	Mi'kmaq culture	Revision of current wish list of FN resources

October, November	developed for the NBDOE grant to gain more curriculum materials and books/literature about FN people and culture and seek grant funding to purchase them.	integration team – wish list Student Success Coordinator – grant ideas Principal – funding	New Mi'kmaq resources purchased
September, October, November	Plan a process for obtaining FN speakers and create a resource list of where to go for support with cultural traditions (Examples: singers, legends, storytellers, elders.) Develop a school speaker invitation with date, time, criteria of what's wanted from them to do, etc.	Mi'kmaq culture integration team	Written school speaker list for obtaining FN speakers FN speakers brought to the school
January, February – plan March-June – pilot	Develop a plan for offering language immersion activities in speaking and writing Mi'kMaq that involves both students and parents	Mi'kmaq culture integration team	Written plan completed Pilot language immersion activity(ies) in place

Performance target 2: 21st Century Learning Skills and Digital Technology Readiness

Continue to increase student motivation for current and future schooling by expanding opportunities within and after the school day to learn, experience, and value 21st century learning skills of collaboration, critical/creative thinking, communication, and culture as well as to learn various digital technologies that ready students for careers and citizenship in today's global, digital community.

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
June	Design, administer, & tally a baseline survey of teaching and support staff computer skills and knowledge to inform next year's professional development and priorities, constructed from a differentiated "Start where we are" point to help everyone move forward.	21c learning and digital integration team with support of Student Success Coordinator	Survey designed, administered, and tallied
May – August	Design a grade K-8 computer technology	21c learning and	New curriculum piloted during the 2013-14

2013 – draft curriculum outcomes September-ongoing - implementation	curriculum that sequences and increasingly builds students skills in: basic operations; inquiry reading and research; personal and collaborative writing; and creative production & presentation. The program will be taught independently during all computer classes. Classroom teachers will be encouraged to have students use the grade level software in content learning and 21C project/ problem based learning experiences.	digital integration team – curriculum outcomes & software selection Computer teacher with support from Student Success Coordinator & 21c team facilitator – finish curriculum & implement	school year in all grade K-8 computer classes
September 2013	Establish email usage policy and procedures among staff to help improve school-wide information-sharing, collaboration, and communication as well as to minimize extraneous paper & copier use	21c learning and digital integration team – policy Computer teacher - School email structure & PD	Email policy added to staff handbook PD provided in use of school email system Verification of regular checking of email by staff
September, monthly	Develop short, <15 minute positive best practice presentations around 21c learning skills, project/problem based learning, and related digital media production & communication skills to give ideas to staff and spur motivation to do their own projects. Examples: Pintrist/Twitter resources, lesson ideas, motivational videos, collaborative ideas, etc.	21c learning and digital integration team with support of Student Success Coordinator	Delivery of motivational 21C PD mini-lessons each month Resources added to school website for easy reference
September	During staff PD, generate lists of possible project-based learning experiences and possible authentic audiences for student work, such as contexts, willing collaborators and their skill, elders, community leaders, etc. that will support staff in implementing PBLs in the classroom.	All staff – input Student Success Coordinator - lists	Completion of Elsipogtog PBL idea list Posting of lists on school website for easy access by staff and students
September, ongoing	Structure technical support for staff regarding computer usage and digital media for PBL projects, such as teacher mentors and/or student	Computer teacher and Student Success Coor. with	Completion and distribution of technical support “go to” list

	crews that could help with basic tasks and computer problems as they occur	input from 21c learning & digital integration team	
June – define school “crew” September, ongoing – expand school website	Expand school website (elsipogtogschool.com) including digital announcements, news updates, and expanded teacher pages on school website and promote community viewing, possibly through an after school activity with teacher mentor or as a class project of the grade 8 computer class	Computer teacher and/or teacher mentor for after school activity	Updates completed at least weekly during school year with goal of daily updates by June 2014

Performance target 3: Staff and Student Health and Wellness

Implement policies, procedures, activities, and improvements identified by the school improvement survey that will help both students and staff increase positive behaviors and heightened responsibility for their actions with the goal of creating a positive, supportive, safe school environment where students experience daily success with their learning and personal development.

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
May-June, all next year	Continue to provide a variety of PD and staff activities that support improved interpersonal communication, staff respect, and team-building with the goal of strengthening each staff members’ commitment to positive interactions & personal accountability.	Staff & Student Health & Wellness Team, facilitated by Student Success Coordinator	Scheduled events held each month Staff surveys indicate increase satisfaction with staff morale, communication, policy compliance, & task completion (e.g. duties, on-time arrival)
June	Review and revise the student behavioral policy as well as the staff handbook to ensure that improvements identified in the School Success Plan are reflected in school policy/procedures.	Staff & student health and wellness team – revisions Principals – approve suggested revisions	Written revisions to policies and procedures Policies and procedures voluntarily adhered to by all staff and students with decreasing enforcement required compared to previous years
June – write plan Every day	Structure and consistently implement a plan for having staff coverage at all times in the front office from the first bus arrival (8:00) to the end of the school day (3:30)	Principals and front office secretary	Daily back-up staffing schedule in place for if secretary is absent Coverage is consistently provided every day

– coverage			
June – revise healthy food policy September - Assembly Ongoing emphasis	Revise student and staff healthy food/habits policy and gain administrative approval. Have assembly at opening of school to review policies and distribute them to newspaper and parents. Continue focusing on and consistently enforcing healthy student habits, particularly non-smoking on school grounds and promoting healthy treats in classrooms, with occasional exceptions for special occasions.	H&W Improvement Team –revise policies Principals – approve & enforce policy All staff – encourage healthy habits	Cessation of student smoking on school grounds Increase in use of healthy treats in classrooms and student understanding of healthy habits
August	Set up the Change Room to provide a safe place for students to work on O.T. recommendations, including purchasing an appropriate lift and having mats and stimulation tools available	Support Services Coordinator and Principals	Change room properly set up
September – list All year - implement	Brainstorm ways to support students who are giving up in school, including setting up multiple ways to recognize/reward positive growth. Share list with the alternative education team and support their implementation plans.	Health & Wellness Teacher – idea list & support to Alt. Ed. Team during implementation	List of support ideas provided to Alternate education team Implementation of plan during 2013-14
September – sign up Oct-Jan & Feb-May activity terms	Change to a 2 term after school activity period with full-year initial sign-up by all staff in September . Ensure that all grade clusters have at least 2 or more choices every Mon/Tues/Wed. Have homeroom teachers sign up students and balance number of participants appropriate to activities. Hold make-up activity the next day if school is not in session.	Staff & Student Health & Wellness Team with support of Student Success Coordinator	Completion of full-year sign up by all staff in September Implementation of multiple activities each term for all grade level clusters
February, June	Continue to provide student recognition events to recognize and celebrate individual and class improvements on provincial, district, and school assessments including certificates of achievement/growth and small “new to you” prizes.	Student Success Coordinator	Pre-post student performance analyzed twice annually Student recognition events held

Performance target 4: Alternative Education and Enrichment

Implement a lifelong learning curriculum for grades 4-8 that includes cultural life skills and supports student motivation to stay in school.

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
June	Plan and schedule special monthly swimming trip for special education students	Alternative Education & Enrichment team	Swim trips scheduled and attended
June – plan All year - funding	Create a list of needed supplies and learning materials for 1-1 workers such as specific tools, learning materials, and resources recommended by O.T., Speech, etc. Seek funding for these resources	Alternative Education & Enrichment team – list of resources Support Services Coordinator and Principals – funding	Survey administered to specialists and 1-1 support staff to identify needed resources List created of needed items and, when known, prices and store/publisher.
September – survey All year-activities	Create a survey to be completed by all school improvement teams for potential enrichment activities that would build on students’ strengths and interests, provide art and music experiences (such as a Fine Arts Day to showcase student art/talents), develop leadership and life skills, and enhance students’ self-esteem. When list of events is ready, send an invitation to staff, parents, and community leaders to lead activities in classrooms and/or after school activities during the 2013-14 school year.	Alternative Education & Enrichment team with support of School Success Coordinator and all school improvement teams	Idea survey administered, list created for potential enrichment activities, and invitation sent to parents and community members to participate Several enrichment activities held during the 2013-14 school year
September, -	Structure enrichment clusters, possibly during 21c classes or after school activities, so small groups of students with similar interests can be brought together for a set period of time to pursue a topic of study with the guidance of a teacher or mentor. (Note: See article Enrichment 2.0, Gifted & Talented Education for the 21 st Century for a curriculum model.)	Student Success Coordinator, classroom teachers & Alternative Education & Enrichment team	
All year	Continue and expand the role of the Child Advocate and SOS Outreach Worker to include offering parent groups, parent workshops on different topics	Child Advocate, Support Services Coordinator, and	Parent workshops held Liaison communication with parents

	at the school, and liaison communication between home and school	SOS Outreach Worker with support from Alt Education & Enrichment team	achieved on regular basis
All year	Upon request, support the Health & Wellness teacher in continuing the school-wide emphasis on reducing bullying	Alternative Education & Enrichment team with H&W teacher	Multiple anti-bullying presentations, classroom lessons, and events undertaken
September, all year	Increase the R.C.M.P. presence in the school, including proactive visits to classrooms, presentations in the courtyard, etc. to stress positive behaviors, choices, and decision-making	Health & Wellness teacher and R.C.M.P. officers	Several R.C.M.P. visitations held at school
April, May, June 2014	Plan ways to continue the program and/or services for at-risk students after the conclusion of the Nogemag grant project that includes lifelong learning skills and outdoors experiential learning	Support Services Coordinator and Nogemag project staff	Written plan in place

Performance target 5: Parent and Community Involvement

Increase school-community partnerships to support student attendance and engagement in the school.

Timeline	Strategies	Lead person(s)	Outcomes/Indicators
June	Brainstorm questions to be answered by other First Nation communities during staff visitations as to how parents are involved in literacy, numeracy, and student engagement.	Parent & Community Partnership improvement team	List of questions developed and provided to the Mi'kmaq Cultural Integration team for inclusion in their plan for FN visitations
June 2013 – idea list September-Survey Fall, winter, spring –	Create idea list, activities/incentives and 2013-14 proposed schedule for increasing parent, elder, and community member involvement in school events, and after-school activities. Then survey staff, parents, and community to gain volunteer leader(s) for each event. (Examples: informal get-togethers, such as pot luck suppers; incentives like free book, child care, door prizes; events like Family Feast or	Parent & Community Partnership team	Written list with tentative schedule developed for involving parents more in school activities and student progress

events and activities	Mother's Day tea party prepared by students; student/parent field trips		
September, all year	Set up parent/community involvement events, invite parents/community and select guest speakers to open each event with Mi'kmaq language and cultural traditions	Volunteer staff, parents, and/or community members	Several events & after school activities involving parents, elders, and community members held during the fall, winter, and spring
September, monthly	Provide ideas and/or postings to the computer teacher for inclusion on the Elsipogtog School website and/or community newspaper	Parent & Community Partnership team	Monthly ideas/postings submitted to computer teacher and/or teacher mentor who handle school website & community newspaper
September, all year	Set up storytelling/video events and invite elders to describe their lives, hobbies, life 100 years ago, etc., possibly as a 21c project-based learning activity or in culture or health & wellness class.	Volunteer classroom teachers and/or for after school activity staff	2 or more video or other media productions created that focus on Elsipogtog people's lives, culture, and heritage.
September, monthly	Continue the Save Our Students (SOS) interagency team for low attending students and include students evidencing chronic socio-behavioral issues via the Three Nations Index or high attendance in the school's Reflection Room to ensure students needing support are serviced through community agencies as well as the school.	Child Advocate –SOS team facilitation Support Services Coor, SOS Outreach Worker, Guidance Counselor, Health & Wellness teacher – SOS team members Classroom teachers – 3 Nations Index (June) Principal – approval and release of 3 Nations Index lists to specialists Guid. Counselor – list of low attendees ; RR staff – list of high attendees	SOS meetings held at least monthly with meeting minutes documenting action steps planned to support each student RR and attendance reports provided monthly for SOS meetings Principal-approved printed list 3 Nations Index responses provided to appropriate community agency specialists for support
October, November	Survey community for knowledge/interests and create a list of parents and community members who can provide information, speak to classes, lead activities, do hands-on presentations, etc. about Mi'kmaq culture, traditions, and history. Distribute list to staff for use in requesting community support.	Parent & Comm. Partnership team – do survey and make list of resources Staff members – request speakers	Parent/community human resource list created and provided to staff Several classroom or school events held which focus on Mi'kmaq culture

SCHOOL SUCCESS PLANNING

As part of the First Nation Student Success Program, the following actions will also be taken to support the literacy, numeracy, and student retention plan described above.

October, January	Continue to administer surveys for staff, parents, and community members and provide frequent opportunities for staff, parents, and community members to have “voice” and involvement in defining school improvements that will help achieve the school’s goals for literacy, numeracy, and student retention.	Student Success Coordinator – surveys School Improvement teams – analysis of results	High priority recommendations included in the November plan revision and June plan for 2014-15
Ongoing all year	Continue to implement and support in-place literacy and numeracy improvements/activities initiated in the first FNSS program during 2011-13. Align them to 21 st century learning skills and digital integration through authentic project/problem-based learning (PBL) experiences that develop students’ capabilities to be self-directed learners who learn and practice the 5Cs of 21 st century learning skills: collaboration, critical thinking, creative thinking, communication, and culture.	Student Success Coordinator, supported by Principals, literacy clinician, district literacy & math clinicians, and community members.	Assessment increases of 10+% for student proficiency in literacy and numeracy at every grade level on provincial, district, and local assessments compared to 2012-13 results. Completion of one or more project-based learning activities by 30+% classroom teachers
Ongoing all year	Continue to implement and in-place student retention improvements/activities and focus on student motivation and engagement in a caring, safe school climate that celebrates personal success, respects diversity, and treasures its First Nation heritage.	All staff, supported by parents and community members	Student retention and graduation rates continue to exceed 90% at each grade level.

PERFORMANCE MEASUREMENT

As part of the First Nation Student Success Program, the following actions will also be taken to support the literacy, numeracy, and student retention plan described above.

August – PD	Continue use of Dadavan database system for student attendance and trimester report cards.	Principals – Dadavan use	Accurate student information, attendance records, and report card data
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Ongoing – refresher PD and technical support	Provide “refresher” staff professional development as needed for accuracy and principal-approved PD in use of additional Dadavan features such as Individual Education Plans, batch comments, behavior tracking, cumulative record labels, and other new components as they are developed. Provide continued technical assistance for administrative staff to problem-solve “glitches” that occur with the system with Dadavan technicians.	decisions School Secretary, lead Dadavan support teacher , and/or Support Services Coordinator -PD	Increased administrative and staff use of student performance data to inform curriculum, instruction, and improvement of school processes.
Fall – plan Ongoing – staff updates	Develop a structure (e.g. quarterly newsletter, school website) for classroom teachers and other staff to update parents and community members on student and school performance.	Student Success Coordinator and Parent & Community Partners team – plan process Teachers & staff – submit updates	Improved school-community relations through improved communication of students/school performance.
Spring 2014	Purchase and implement use of the provincial student/parent perception survey(s) to assess how well perceptions of school success relate to demonstrated school achievements.	Principals–purchase and administration Students/parents – survey	Completion and administrative analysis of survey results