



Continuous School Improvement Plan

New Ross Consolidated School

School Year 2014-2015

SECTION A: INTRODUCTION

New Ross Consolidated School is a small P-9 isolated school located in New Ross, NS. One of the many challenges faced in delivering the PSP is the numerous subjects taught per teacher and that the majority of classrooms consist of a split grade situation. The scheduling constraints affect the ability of the staff to meet and share instructional strategies and to focus curriculum implementation across subject areas and grade levels. The introduction of 'Embedded Time' into the school day will allow the staff to benefit from the additional time that can be spent within Professional Learning Communities to focus on academic achievement of students. This will be achieved through the implementation of the school wide improvement goals contained within this report.

During the 2013-2014 school staff examined school based and provincial data over several years and reflected on this data with the following driving questions.

1. What are we doing well as a school?
2. What do we need to focus on to improve as a school?
3. What are you doing well in your classroom pertaining to the question or data provided?
4. What important information do you draw from this data?
5. What supports do teachers need, to provide students with academic success, when reflecting on this data?

The following data was examined:

- Tell Them From Me 2012-2014 Grade 4-6 (School and SSRSB)
- Tell Them From Me 2012-2013 Grade 7-9 (School and SSRSB)
- SELL/EXSELL 2010-2014 (School and SSRSB)
- ELI Stats (School and SSRSB)
- Provincial Assessment results ELLA, EEMLA, ELA, EMLA, JHLA 2010-2012; RW3, RW6, RW8, M4, M8 2012-2014 (School, SSRSB, NS)

The following areas were addressed when reflecting on data and driving questions:

1. Implementation of the PSP
2. Social and personal development of students

3. Safe and inviting learning environments
4. Family and Community Involvement
5. Effective Communication
6. Literacy
7. Mathematics
8. Student engagement
9. Strategies for student improvement

New Ross Consolidated School will be continuing the T.E.L.P. SSRSB initiative at the grade 5/6/7/8 classrooms during the 2014-2015 school year. The intention is to implement T.E.L.P to the entire middle school during the 2014-2015 school year. The increase use of technology within the 21st century classroom and the DOE Anti-Bullying Task Force Protocols has mandated that schools become educators in the safe and ethical use of technology. The staff at NRCS is dedicated to creating digital citizens, and are committed to continuing the CSI Digital Citizenship goal for the 2014-2015 school year. NRCS has set the initiative to help students and parents increase their understanding of becoming responsible lifelong 'digital citizens'.

“Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology. **Digital citizenship is the norms of appropriate, responsible technology use.**” -www.digitalcitizenship.net

SECTION B: DATA PRESENTATION

Staff Reflection On School Data and Curriculum Implementation Standards School Year 2013-2014

Implementation of the PSP:

Doing Well:

1. Teachers align their instruction with the curriculum outcomes by mapping, utilizing PowerSchool outcomes, curriculum guides, communication plans, IBL templates, online resources, PLC's and professional development.
2. Teachers engage in professional development.
3. Communication across grade levels to achieve a shared understanding of outcomes has increased across the lower elementary level and middle school level during the 2013-14 school year.
4. Our school schedule reflects the expectations outlined in the Provincial Time To Learn document.
5. Our school budget places student need as the priority.

Needs Improvement:

1. Teachers need to develop strategies for sharing resources amongst grade levels.
2. Teachers need to align IBL subject based modules with the current practices and curriculum delivery by the Core Subject Teacher and ensure sharing of outcomes covered.
3. Teacher strategies for the development of enrichment programs operating within the classroom environment and IBL modules.

Tell Them From Me (Grade 4-6):

Doing Well:

1. 100% of Students at NRCS felt they made a positive contribution to the school environment.
2. 94% of students at NRCS feel they try hard to succeed academically.
3. 100% of students at NRCS felt they had one or more adult at school they could confide in.
4. Survey identified students in grade 4 to 6 feel safe attending NRCS.
5. Students in grade 4 to 6 are confident in their own abilities to perform academically.
6. Students feel they have the support they need to be successful in their academics.

Needs Improvement:

1. Anxiety is a concern in grade 6. Students feel safe at school but are experiencing higher levels of anxiety (home, personal, academic issues).
2. Students are interested in greater opportunity for program enrichment where appropriate.

SELL/EXSELL/ELI

Doing Well:

1. Early Intervention and Early Assessment are occurring at NRCS.
2. Staff discussed students across grade levels and student needs regularly. Staff share approaches to improving and supporting the learning of students.
3. Students identified early are receiving the necessary supports to ensure achievement in reading and writing. School Core and PPT teams are using data to ensure programming aligns with areas of need for students.

Needs Improvement:

1. Professional Development for teachers in the development of classroom strategies that allow individual and small group teacher support scenarios within the regular classroom
2. Strengthen curriculum mapping between upper elementary and middle school levels.
3. The use of writing exemplars to show the range of expectations.

SELL/EXSELL Data 2011-2012

Grade Level	Total # Students	# Reading at expected level or above	Avg. of Students reading at expected level or above	# of Students writing at level 3 or above	Avg. of Students writing at level 3 or above
Grade 1	7	5	71%	5	71%
Grade 2	11	10	91%	10	91%
Grade 3	15	10	67%	13	87%
Grade 4	10	5	50%	9	90%
Grade 5	11	7	64%	5	45%
Grade 6	10	8	80%	7	70%
Grade 7	13	13	100%	4	31%
Grade 8	14	14	100%	14	100%
Grade 9	17	17	100%	17	100%

SELL/EXSELL Data 2012-2013

Grade Level	Total # Students	# Reading at expected level or above	Avg. of Students reading at expected level or above	# of Students writing at level 3 or above	Avg. of Students writing at level 3 or above
Grade 1	17	13	76%	13	76%
Grade 2	10	6	60%	8	80%
Grade 3	11	10	91%	8	73%
Grade 4	15	10	67%	5	33%
Grade 5	10	5	50%	4	40%
Grade 6	11	9	82%	6	55%
Grade 7	11	9	82%	11	100%

Grade 8	14	14	100%	10	71%
Grade 9	15	15	100%	12	80%

SSRSB Data 2012-2013

Grade Level	Total # Students	# Reading at expected level or above	Avg. of Students reading at expected level or above	# of Students writing at level 3 or above	Avg. of Students writing at level 3 or above
Grade 1	390	279	72%	282	72%
Grade 2	408	324	79%	269	66%
Grade 3	426	316	74%	298	70%
Grade 4	516	419	81%	327	63%
Grade 5	441	396	90%	325	74%
Grade 6	485	403	83%	358	74%
Grade 7	512	393	77%	384	75%
Grade 8	511	387	76%	370	72%
Grade 9	543	397	73%	432	80%

Early Literacy Intervention

New Ross Data 2011-2012

Number of Primary Students Receiving Intervention	Number of Grade 1 Students Receiving Intervention	Number of Grade 2 Students Receiving Intervention	Total Number of Students Receiving Intervention	Percent of Students Meeting Year End Expectations
6	4	2	12	75%

New Ross Data 2012-2013

Number of Primary Students Receiving Intervention	Number of Grade 1 Students Receiving Intervention	Number of Grade 2 Students Receiving Intervention	Total Number of Students Receiving Intervention	Percent of Students Meeting Year End Expectations
9	6	4	18	68%

SSRSB Data 2012-2013

Number of Primary Students Receiving Intervention	Number of Grade 1 Students Receiving Intervention	Number of Grade 2 Students Receiving Intervention	Total Number of Students Receiving Intervention	Percent of Students Meeting Year End Expectations
134	195	106	435	64%

Average # of lessons per week: 3.9

New Ross Data 2013-2014

Number of Primary Students Receiving Intervention	Number of Grade 1 Students Receiving Intervention	Number of Grade 2 Students Receiving Intervention	Total Number of Students Receiving Intervention	Percent of Students Meeting Year End Expectations
5	4	6	15	

Provincial Assessment

Doing Well:

1. Students at NRCS that are experiencing academic challenges are being recognized by teachers. Appropriate referrals are made and interventions are in place in a timely manner.
2. Students are receiving supports for academics and behavioral support through the Program Planning Team, Resource and the Learning Center at NRCS.
3. Teachers display student work within the school and community to celebrate successes.
4. Teachers place an emphasis on writing and writing for a purpose across the curriculum.
5. Students are experiencing high number of hands on experiences as a means of learning and reinforcing math concepts.
6. Teachers are integrating technology into their classrooms as a means of supporting and reinforcing Literacy and Mathematics'.
7. NRCS students are doing well overall in Provincial Assessments in Math and Literacy.
8. Students scoring on Provincial RW3, RW4 and RW8 Assessments identified that NRCS Students are scoring above Provincial and School Board averages in reading, as well as in writing ideas and conventions.

Needs Improvement:

1. Teachers in Junior High developing strategies for providing in class support for students struggling in reading and writing on a daily and weekly basis.
2. Ensure scheduling support through resource and behavior programming does not interfere with Language Arts within the classroom.
3. Teachers introduce parent workshops for coaching on the development of reading and writing skills within the home environment.

Provincial Assessment Results 2012-2014

RW3- Reading Writing Assessment Grade 3
 M4- Mathematical Assessment Grade 4
 RW6- Reading Writing Assessment Grade 6
 RW8- Reading Writing Assessment Grade 8
 M8- Mathematics Assessment Grade 8

Reading and Writing Assessments

RW8 2012-13					
Board/School	Reading Levels 3& 4	Ideas Levels 3& 4	Organization Levels 3& 4	Lang. Use Levels 3& 4	Conventions Levels 3& 4
NEW ROSS CONSOLIDATED	64.3%	100.0%	92.9%	92.9%	92.9%
SSRSB	66.0%	93.3%	87.7%	88 %	81 %
PROVINCE	69 %	95 %	88 %	88 %	80 %

RW6 2013-2014					
Board/School	Reading Levels 3&4	Ideas Level 3&4	Organization Level 3&4	Lang. Use Level 3&4	Conventions Level 3&4
New Ross Consolidated School	37.5%	100.0%	100.0%	85.7%	71.4%
SSRSB	69.8%	85.0%	76.3%	75.8%	61.2%
PROVINCE	75.4%	88.2%	78.8%	79.0%	64.8%

RW3- 2013-14					
Board/School	Reading Level 3 and above	Ideas Level 3&4	Organization Level 3&4	Lang. Use Level 3&4	Conventions Level 3&4
New Ross Consolidated School	71.4%	100.0%	85.7%	71.5%	80.0%
SSRSB	68.7%	91.1%	77.7%	81.0%	71.9%
Province	70%	88%	76%	79%	66%

Mathematics Assessment

Grade 8

M8 2012-13	
Board/School	Math Level 3 & 4
NEW ROSS CONSOLIDATED	66.7%
PROVINCE	54%
SSRSB	51.8%

Grade 6

M6 2013-14	
Board/School	Math Level 3 & 4
NEW ROSS CONSOLIDATED	50%
PROVINCE	72.7%
SSRSB	69.5%

Grade 4

M4 2013-14	
Board/School	Math Level 3& 4
NEW ROSS CONSOLIDATED	90.9%
PROVINCE	74.4%
SSRSB	70.1%

Safe and Inviting Learning Environments

Doing Well:

1. Visitors to NRCS comment regularly on the welcoming and warm atmosphere of the building.
2. Schools Plus is actively involved with our students and families.
3. Our students are actively involved in learning about diversity, while embedded in English, Social Studies and Health, and are involved in programs designed to address all forms of discrimination.
4. School displays, assemblies and events reflect the diversity of our society.
5. Students feel that everyone in the school is treated with respect, regardless of their gender, race, language, religion, ability, sexual orientation or socio-economic status by students using respectful language and staff modeling positive behavior and attitudes.
6. Ballots given out by the principal on different values every month reflecting school matrix and PEBS.
7. Positive Postcards and Positive Referrals introduced to enhance PEBS program.
8. 100% of NRCS Students report feeling safe in our school. Our classrooms are safe and supportive learning environments.
9. Teachers review the school's Code of Conduct annually with students, and it is communicated to parents. Students at NRCS feel they follow the school's Code of Conduct.

Needs Improvement:

1. Continue to access more learning materials that reflect the culture in our community. Access mentors within the community.
2. Embed problem solving and conflict resolution into daily teaching practice with a particular focus within the grade 7-9 Health Curriculum.
3. Presence of Junior High staff during transition times on a consistent basis.
4. Teachers to access PEBS supports within the school and the development of in class recognition programs that support ongoing positive effort from students.

Family and Community Involvement with the School

Doing Well:

1. Our school ensures equitable access to school activities through the FHCS bus, driving students home, planning car pools, large teams without cuts, finding funds and C-level basketball.
2. SAC is active and strong within the community and school. SAC actively supports our CSI process and Embedded Time.
3. Facility use has increased extensively by community and collaboration exists with partnerships to ensure facility is used and accessible.
4. NRCS ensures equitable access to school activities.

Needs Improvement:

1. SAC minutes emailed to staff of NRCS.
2. Increase volunteers within the community for afterschool sports and clubs. This continues to be an issue with a small rural school.

Effective Communication

Doing Well:

1. Parents receive information about their child's curriculum outcomes through reports cards, communication plans, teacher websites and unit letters.
2. Parents receive information about classroom activities and events well in advance through weekly, monthly and daily notes home, PowerSchool email and phone system, unit letters, office notes, and phone calls home.
3. Use of technology for communication has increased with school and classroom websites twitter. Parents are informed on a continuous basis regarding school activities.
4. Teachers always try to maintain open communication with parents.
5. Workshops introduced for parents on assistive technology and I pad Programming.
6. School administrator effectively communicates and implements school board policies.
7. Communication to Parents regarding the use of Embedded Time and School CSI Goals.

Needs Improvement:

1. Continue to use parent-friendly language in report card comments. Encourage an understanding of outcome-based reports and increase communication to parents that comments are directed by the Department Of Education.

Tell Them From Me "Bullying and Schools"

Doing Well:

1. Teachers past and current focus on educating students on Digital Citizenship has had a positive impact. 100% of students at NRCS stated they have not been cyberbullied on the 2013-14 survey.
2. 100% of students reported feeling safe at New Ross School.
3. 100% of our students identified that they would stand up for someone at NRCS who was being bullied by a peer. 75% identified that they would then confide in a parent or teacher as a means of supporting the victim.

Needs Improvement:

1. Continue to increase supervision in hallways between transitions and recess.
2. Offering of Professional Development opportunities for lunch monitors in conflict resolution and identification and de-escalation of conflict between students during the lunch hour.
3. Ongoing education regarding the definition of bullying and means for students to seek support.

4. Embedded Time during the 2014-15 school year examining the new Cyberbullying Legislation and the impact this has on our CSI goal on Digital Citizenship.

Student Engagement

Doing Well:

1. In general, students at NRCS are engaged in school and extra-curricular activities, as well as feeling a sense of belonging.
2. When compared to national averages, NRCS excels in the areas of valuing educational outcomes, attendance, and classroom motivation.

Strategies for Student Improvement

Doing Well:

1. Teachers show creativity and imagination to engage students – the IBL modules have helped student engagement. The IBL modules have allowed students to direct their own learning.
2. Students are beginning to feel more confident in Junior High Mathematics

Needs Improvement:

1. Teachers need to continue to set high expectations for all students, with clear targets for success, such as exemplars.
2. Differentiation – needs to be better defined and outlined to staff regarding the difference between differentiation and adaptations.

Tell Them From Me Parent Survey

Doing Well:

1. Parents and guardians feel their children have an understanding of on-line etiquette and respectable behavior.
2. Parents and guardians feel comfortable communicating with the school principal.
3. Parents and guardians feel their children are treated fairly and that the atmosphere at NRCS is welcoming to students.
4. Evening activities for families have been a welcome addition to the school community.
5. Parents and guardians are very happy with the service and food selection of the cafeteria.

6. The introduction of Ipads to assist learning in a classroom that requires differentiation has been welcomed by parents and guardians.
7. Parents and guardians identified that they feel NRCS has a high expectation for positive and respectful behavior.
8. 100% parents surveyed identified having engaged in contact with the school for meeting regarding the education of their child more than 2 times during the school year.

Needs Improvement:

1. Educational opportunities for parents and guardians on how to support their children academically and socially while attending school. Involve outside agencies that can offer these supports for parents and guardians.
2. Continue to advertise for parental involvement in school committees, volunteer opportunities and coaching in the athletics program. This will be an ongoing area to target as the school population will decrease next year.

Literacy

Doing Well:

1. Guided reading practices are used on a regularly scheduled basis in the Primary to Grade 4 classes.
2. The school has successfully increased the use of technology in word processing applications and applications that improve student Literacy skills.
3. Teachers have increased the use of exemplars within their instruction as a means of communicating student expectations in regards to performance criteria.
4. Instruction includes a balance of modeling, explicit instruction, sharing and independent practice.
5. Literacy Assessment Data is used on an ongoing basis to direct instruction.

Needs Improvement:

1. Continue to increase the use of exemplars, rubrics and anchor charts to support and reinforce expectation in academic performance.
2. Focus on student ability to read and comprehend information text.
3. Teachers need to increase formative and summative assessments in directing individual Literacy skills for growth.

Mathematics

Doing Well:

1. Teachers have successfully implemented the new mathematics program.
2. Teachers are using Provincial and School Based Assessments in directing the learning needs of students.
3. Teachers are examining Mathematics across grade levels and entering discussions on ways to support transitions.

Needs Improvement:

1. Combined grades at NRCS in grade 5/6 and 7/8 impact upon the effective delivery of the Provincial program in the middle school levels.
2. Teachers will continue to implement math skills across curriculum.

Tell Them From Me Teacher Survey

Doing Well:

1. Teachers are designing classroom based learning activities that have a high level of student engagement.
2. Teachers are monitoring daily the educational programming of all students.
3. Teachers are providing students with multiple opportunities to demonstrate understanding and learning.
4. Teachers are accessing students' prior understanding when introducing a new concept or topic.
5. Teacher classrooms are inclusive of all learners and teachers ensure they are available to students who require extra support.
6. Teachers work with parents to solve academic or social problems that may be interfering with their child's progress.
7. Teachers establish clear expectations for classroom behavior and work in partnership with school administration to ensure a safe learning environment.
8. Students are actively engaged in reflection practices on their work to allow self-direction in their learning path.
9. Teachers and school administration work as an effective team in ensuring best practice is happening inside and outside of the classrooms.

Needs Improvement:

1. Teacher written feedback on student work on a weekly basis.
2. Development of ways for students to use technology as a means for tracking progress towards academic goals.
3. The use of technology to allow students to test hypotheses and receive immediate teacher feedback.
4. The use of exemplars at all levels of student performance outlined in the rubric or assessment used on an assignment.

Assessment and Evaluation

Doing Well:

1. Increased access to resources in technology, and inclusion of assistive technology application as a tool in assessments for Literacy and Mathematics.
2. Increased support in Resource and support to teachers in programming needs of individual students.
3. Students are given multiple opportunities to demonstrate knowledge of outcomes in a variety of ways

Needs Improvement:

1. Professional Development for teachers to assist them in the ways to differentiate assessment techniques to students with LD's.
2. Increase use of formative and summative assessments within class to direct instruction.

SECTION C: ACTION PLAN

Goal 1: Early Elementary Goal 1: Students of New Ross Consolidated will expand their repertoire and build Literacy skills with informational text.
Strategies:
1. Teachers will increase students' access to informational text.
2. Teacher will create opportunities for students to use informational text for authentic purposes.
3. Teachers will increase the time students spend working with informational text in instructional activities.

4. Teachers will teach students comprehension strategies when examining information text in digital and written formats.

5. Teachers will use instructional text in guided and independent reading, in writing and in content-area instruction

Professional Learning to Support Goals and Strategies:

Action Steps	Method	Timeline
1. Teachers will use exemplars and anchor charts in conveying important messages regarding comprehension of information text.	School Based PD Embedded Time PLC PD with SSRSB Staff	Daily, Monthly and Ongoing
2. Teachers will teach students the difference between informational text and other kinds of text, especially fictional narratives.	School Based PD Embedded Time PLC PD with SSRSB Staff	October 2014 and February 2015
3. Teachers will have students use informational text in guided and independent reading, in writing and in content-area instruction.	School Based PD Embedded Time PLC PD with SSRSB Staff	Daily, Monthly and Ongoing
4. Teachers will read informational text aloud weekly to allow students an opportunity to become familiar with characteristics and conventions.	School Based PD Embedded Time PLC PD with SSRSB Staff	Weekly
5. Teacher will understand informational text outcomes across grade levels and will share examples of student work.	School Based PD Embedded Time PLC PD with SSRSB Staff	November 2014 and May 2015

Data Collection to Monitor Change and Inform Practice:

Data:	Person Responsible:	Collection Date:
DOE RW3 Data 2014-15	Administration/Resource Teacher	October 2014
Student Work Examples	Classroom Teacher	September 2014, November 2014, February 2014 and April 2014
Classroom Assessment Data (Pre and Post)	Classroom Teacher	Ongoing (Sept.2014and June 2015)
PLC and Embedded Time Minutes	Teachers and Administration	Monthly
Administration and Co-Teacher Observation Checklists	Teachers and Administration	Monthly

“In a recent study, 2nd and 3rd grade students whose teachers encouraged more authentic reading and writing of informational and how-to texts in science showed higher growth in reading comprehension as well as in writing (Purcell-Gates & Duke, 2003).”

“One approach to teaching multiple strategies simultaneously that has received considerable support in the research literature—and that has been used with students as early as 1st grade—is reciprocal teaching (Palincsar, Brown, & Campione, 1993). In this approach, the teacher explicitly teaches and models the use of four strategies: asking questions, summarizing, clarifying, and making predictions. In small groups, students take turns playing teacher and applying these strategies themselves, with help from the teacher and their peers as needed. Eventually, students apply these strategies on their own as they read increasingly complex and varied texts.”

• Resources :

- Anderson, E., & Guthrie, J. T. (1999, April). *Motivating children to gain conceptual knowledge from text: The combination of science observation and interesting texts*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Caswell, L. J., & Duke, N. K. (1998). Non-narrative as a catalyst for literacy development. *Language Arts*, 75, 108–

117.

- Dreher, M. J., & Dromsky, A. (2000, December). *Increasing the diversity of young children's independent reading*. Paper presented at the National Reading Conference, Scottsdale, Arizona.
- Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly, 35*, 202–224.
- Duke, N. K. (2003). Reading to learn from the very beginning: Information books in early childhood. *Young Children, 58*(2), 14–20.
- Duke, N. K., & Bennett-Armistead, V. S. (2003). *Reading and writing informational text in the primary grades: Research-based practices*. New York: Scholastic.
- Duke, N. K., Bennett-Armistead, V. S., & Roberts, E. M. (2002). Incorporating informational text in the primary grades. In C. Roller (Ed.), *Comprehensive reading instruction across the grade levels* (pp. 40–54). Newark, DE: International Reading Association.
- Duke, N. K., Bennett-Armistead, V. S., & Roberts, E. M. (2003). Bridging the gap between learning to read and reading to learn. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 226–242). New York: Guilford.
- Duke, N. K., & Kays, J. (1998). “Can I say ‘Once upon a time’?” Kindergarten children developing knowledge of information book language. *Early Childhood Research Quarterly, 13*, 295–318.

Goal 2: Middle School Goal 1: Students of New Ross Consolidated will develop strategies in coping with daily anxiety experienced in their academic, social and home environments. In 2015 the ‘Tell The From Me’ student survey will indicate that grade 5-8 students at NRCS will meet or be below the Canadian Norm in experiencing moderate to severe anxiety.

Strategies:

1. Teachers will increase students’ access to resources and information pertaining to the topic of anxiety.
2. Teachers will develop and use a common language when discussing and teaching about strategies for coping with anxiety.

3. Teachers will educate students on how their brain works and adapts. Students will develop an understanding of how they can decrease anxiety by understanding the functions of the brain.

4. Teachers will incorporate the Mind Up program into their teaching practice.

Professional Learning to Support Goals and Strategies:

Action Steps	Method	Timeline
1. Teachers will educate students with a variety of strategies in coping with anxiety within their daily lives.	School Based PD Embedded Time PLC PD with SSRSB Staff	Daily, Monthly and Ongoing
2. Teachers will incorporate mini lessons from the “Mind Up” program in helping students with anxiety.	School Based PD Embedded Time PLC PD with SSRSB Staff August 2014 Mind Up Conference	Ongoing
3. Teachers will have students identify concerns around their anxiety through journaling.	School Based PD Embedded Time PLC PD with SSRSB Staff	Ongoing
4. Teachers will reflect upon their daily instructional practice in terms of establishing methods to help reduce student anxiety in completing tests and assignments.	School Based PD Embedded Time PLC PD with SSRSB Staff	Ongoing

Data Collection to Monitor Change and Inform Practice:

Data:	Person Responsible:	Collection Date:
TTFM Student Survey 2014-2015	Administration	February 2015

Pre-Post Assessments on Anxiety Comprehension	Teachers and Administration	Sept 2014 and June 2015
Student Journals and Anxiety Tracking	Teachers	Weekly
DOE RW6, RW8, M6 and M8 Data 2014-2015	Teachers and Administration	June 2015

- “MindUP™ teaches social and emotional learning skills that link cognitive neuroscience, positive psychology and mindful awareness training utilizing a brain centric approach.”

Resources :

- <http://thehawnfoundation.org/mindup/>
- <http://www.casel.org/social-and-emotional-learning/>
- <http://www.anxietycanada.ca/english/youth/>
- <http://www.kidsmentalhealth.ca/parents/anxiety.php>
- The Mindfulness and Acceptance Workbook for Anxiety: A Guide to Breaking Free from Anxiety, Phobias, and Worry Using Acceptance and Commitment Therapy by John P. Forsyth, Georg H. Eifert
- Mindfulness for Teen Anxiety: A Workbook for Overcoming Anxiety at Home, at School, and Everywhere Else by Christopher Willard
- <http://www.playingwithanxiety.com/index.html>
- Extinguishing Anxiety by Catherine M Pittman, Elizabeth Karle

Goal 3: Lower Elementary and Middle School Goal 2: To increase student awareness in ‘Digital Citizenship’ and the appropriate use of technology inside and outside of the educational environment.

Strategies:

1. Teachers and support staff will continue to develop and implement cross-curricular and grade level education on digital citizenship.

2. Staff will implement the use of tablets and technology into weekly instructional practice.

3. Teachers will continue to model expectations for ethical use of technology and educate students around the relationship between Digital Citizenship and their own identity.

4. Teachers will continue to showcase student work on an existing webpage highlighting student learning in the area of Digital Citizenship.

Professional Learning to Support Goals and Strategies:

Action Steps	Method	Timeline
1. Teachers will continue the Inquiry Based Learning Bootcamp during the first 2 weeks of school that addresses the safe and responsible use of technology within the IBL modules.	School Based PD Embedded Time PLC PD with SSRSB Staff	September 2014
2. Staff will continue afterschool educational opportunities for parents and guardians on developing responsible digital citizens, developing safeguards around technology within the home and use of educational applications to improve Literacy Skills.	SSRSB Staff Resource Teacher Administration	Twice Yearly
3. Middle School Teachers will through Inquiry have students develop a video series to reinforce the key aspects of developing good citizenship in a world filled with technology.	School Based PD Embedded Time PLC	January 2015
4. Early Elementary Teachers will have students develop a poster series to reinforce the key aspects of developing good citizenship in a world filled with technology.	School Based PD Embedded Time PLC	January 2015
5. Teachers will develop and implement 'Student to Student' across grade level presentations and educational opportunities to either reinforce or educate learning around the safe use of technology.	School Based PD Embedded Time PLC	Ongoing

Data Collection to Monitor Change and Inform Practice:		
Data:	Person Responsible:	Collection Date:
Digital Citizenship Website of Student Work	Teachers and Students	June 2015
TTFM Staff, Parent and Student Surveys 2014-15	Administration	February 2015
Student Assessment of Boot Camp	Teachers	October 2014

This will be the second year of this initiative at NRCS, with a development stage occurring in the lower elementary levels in the second year. Staff, parents and students have seen the positive impact the first year of Digital Citizenship has had on the school environment and the second year will focus on the middle school students becoming educational leaders to the lower elementary students on this important topic. Our Tell Them From Me data during the 2013-2014 school year has indicated that the success of this goal should continue into a second year of programming.

Resources:

- NRCS Student work <http://nrcsdigitalcitizenship2014.weebly.com>
- DOE NS Report on Bullying and Cyberbullying.
http://www.ednet.ns.ca/files/reports/Cyberbullying_Task_Force_Report.pdf
- Alberta Schools Digital Citizenship Guide
<http://education.alberta.ca/media/6735100/digital%20citizenship%20policy%20development%20guide.pdf>
- Annapolis Value School Board Digital Citizenship Guide
http://www.avrsb.ca/sites/default/files/meetings/files/digital_citizenship_sept_5_2012.pdf
- NS Cyber Safety Act <http://www.ednet.ns.ca/cyber-safety.shtml>
- NS Digital Library Resource http://lrt.ednet.ns.ca/media_library/express/Digital-Citizenship.shtml
- RCMP
- SSRSB Technology Staff for PD Opportunities

SECTION D: SIGNING

This is the approved school improvement plan for this school year.

Signature	Name	Position	Date
		Principal	
		SAC Chair	