Dear Bert Ambrose Community:

Bert Ambrose Elementary School continue to be very proud of a wonderful, caring staff! Together we will do everything we can to provide a succesful learning environment for growth and opportunity of all students! We strive to improve academic achievement while embedding strategies to promote inclusion, self-regulation, self assessment, appreciation of others, technology and goal setting. We want Bert Ambrose Elementary to be the best place it can be, for your child to get an education in a safe, secure environment, that encourages and provides up to date opportunities for everyone! We will keep our parent community informed as to the events happening at the school and new educational information.

Sincerely,

Dwan Boyd Kit Brekkas

Principal Vice Principal

**SCHOOL CONTEXT:**

Bert Ambrose Elementary School (K-6) serves both an urban and rural community located in the northeast corner of Fort St. John, close to Northern Lights College, the Community Forest and Kin Park. Our school of approximately 335 students place a high priority on working together and helping students become aware of all forms of diversity. We are thankful our parents are actively involved, support our school in many ways and volunteer in our primary and intermediate classrooms.

Bert Ambrose School consists of fourteen divisions, 19 teachers and 9 support workers, a principal, vice principal, reading recovery teacher, aboriginal support worker, school counselor, .8 learning assistant and a .5 librarian. Together as a staff, we prioritize our greatest needs for learning, collaborate, and allocate our resources in the areas of greatest need. We have monthly meetings and share the current information with everyone, utilizing our web site, www.ambrose.prn.bc.ca , monthly newsletters, and weekly information sheets.

We are very appreciative of our Ambrose parents who help with the Parents Advisory Council (PAC), volunteering in the classroom, the Christmas Concert and coaching. They play an active role in striving to make Bert Ambrose Elementary the best it can be! PAC supports many yearly initiatives: Rik Leaf (musician/poet), Angie Pomeroy (Dance), Hot Lunch Days and Fundraisers. They also attended our annual planning day whereby we examined this School Improvement Plan!

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| **GOAL 1: Social Responsibility** to improve our students’ ability to solve problems in peaceful ways through critical thinking and self regulation strategies requesting students to work on solving their own problems first and know when to seek adult support. |
| **RATIONALE:**  1) Students usually get along at school; some students struggle to solve their own problems.  2) Using Assess consistently records incidents allowing us to support students.  3) Feeling safe at school; The Ministry’s Student Satisfaction Survey, Gr. 4. Target to improve above 90% and also to survey other grades. |
| **ACTIONS: Sept.-Oct.** -Plan   1. **Code of Conduct** -teach, model and review daily for school wide consistency with all staff and adults in our school community. To be addressed at staff meetings and posted throughout our school.   **Nov. – March: Implement, Monitor, Adapt**   1. **Student Agenda** -used in every intermediate class, contains pertinent info and code of conduct. 2. **Athletic Code of Conduct –**coaches give to team and should be reviewed every year. 3. **Leadership Teams** -Gr. 5/6 students support school wide initiatives; canteen, recycling, office duties… 4. **Classroom Champions and Athletes** –Paula’s class will share 5. **Buddy Bench** –student can sit on bench and others will help them play with someone. 6. **Extra Eyes** –parent volunteers help on the playground by escorting students to a supervisor. 7. **Artist in Residency** -Rick Leaf singing and writing songs / poetry working with all grades. 8. **Assess Portal** -to monitor office referrals, great way to record major and minor incidents. 9. **Assemblies** –monthly to reinforce good audience behavior, spirit days and expectations. 10. **Self Regulation** -teach self awareness (zones of regulation, mind up) and SR strategies to students.   **June: Review Evidence**   1. **Satisfaction Surveys** -encourage Gr. 4 parents to complete providing data to compare each year. 2. **Social Responsibility** –PBIS group shares and plan strategies/events: PBIS member attends district meetings.   **-Performance Standard Rubric for Solving Problems in Peaceful Ways** -all grades complete this assessment with each reporting period and record in Assess.   1. **Critical Thinking** –To be included in teaching and assessment of social responsibility by using the rubric to record how students solve problems for themselves each term |

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| **Objective(s)** | **PerformanceIndicator/Evidence** | **Target** | **Results** | **Summary of Progress** |
| Use SR rubric solving problems in peaceful ways. Reduce the NYM expectations. | B.C. performance standards  Jun 12 – 6%  Jun 13 – 1%  Jun 14 –no data -job action  Jun 15 – 1% | To reduce NYM expectations to 0%. | School wide data:  NYM  Jun 16 5% | Data shows a sustainable level of 5% NYM expectations on B.C. performance standards quick scales rubric. |
| To reduce the number of Office Referrals (OR). | Assess OR: 14/15   * 1. Incidents = 33   2-5 Incidents = 18  6+ Incident = 4 | Keep a low number of office referrals less than 100. | Assess OR:  15/16 - 91%   * 1. Incidents =42   2-5 Incidents =23  6+ Incident = 5 | The number of total incidents in all three areas increased giving a more accurate baseline. |
| To reduce # of high risk students referrals | Students with more than 5 OR:  12/13 -40% 13/14 -  14/15 7 students | Reduce # of referrals for students with more than 5 referrals | Referrals  15/16 5 students | 2015/2016 we met our goal of reducing # of referrals. |
| To increase the % of students who feel safe at school to 95% | Student Sat Survey Gr.4  91%  12/13  95% 13/14  88%  14/15 | Keep % of Gr. 4  students feeling safe at school to 95% | % of Gr. 4 students feeling safe at school  88% | 2014/15 grade 4 rate less who report feeling safe. |

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| **Goal 2: Literacy:** Work to maintain and improve reading skills in fluency and comprehension, school wide. |
| **RATIONALE:**  1) The District Reading Assessment K-Gr. 2 BM, Gr. 3-5 QCA and Gr. 6 RAD.  2) Ministry of Education’s Gr. 4 FSA: Students meeting or exceeding expectations range 81% -96%, goal 90%.  3) Ministry’s provincial Gr. 4 Student Satisfaction School Survey: Are you improving in reading? Goal 95%.  4) Our Kindergarten phonological processing scores are lower than what we would like to see. |
| **ACTIONS: Sept.-Oct. –Plan**   1. **Reading Recovery Teacher** –services pull out grade one students. 2. **Class Profiles** -discussions on student needs, determine additional supports and follow up. 3. **LIF** -for additional reading supports for students. 4. **District’s literacy coaching/collaboration program** – staff choice. 5. **Guided Reading Collection** -expand bookroom, focus on filling all levels. 6. **LA programs –** schedule for Earobics; supports students with phonological awareness.   **Nov. – March: Implement, Monitor, Adapt**   1. **Smart Reading** -Intermediate teachers will continue to use this program. 2. **Spelling** -teachers will continue to use the strategies from Words Their Way. 3. **Parent Literacy Night** –Students share their work / books and read with parents. 4. **Story Time and Storytelling** -inside days. 5. **School Wide Reading Challenges** -encourage reading, as well as noisy reading and buddy reading.   **June: Review Evidence**   1. **Reading Assessment** –Reading assessment (BM, QCA, PA-Oct&May) enter in Assess; helps instruction. |

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| **Objective(s)** | **Performance Indicator/Evidence** | **Target** | **Results** | **Progress Summary** |
| Maintain Gr.4 FSA ReadingResults | FSA Reading Meet/Exceed Gr. 4  11/12 81% 13/14 86%  12/13 96% 14/15 89% | Maintain 90%  Meeting/Exceeding  Expectations Gr.4 | Gr. 4 Meeting / Exceeding  15/16 84% | Address all identified students in grade 4 NYM: 7/43 students |
| To set base line data for QCA in our Intermediate  Classes | QCA: Fluency Level 3 and above:  Year Gr. 4 Gr.5 Gr.6  11/12 83% 76% 90%  12/13 ??  14/15 94% 82% 80%  QCA: Comprehension Level 3+  11/12 75% 69% 63%  12/13 ??  14/15 75% 76% 78% | To get all students to the 3rd and 4th level in both Fluency and Comp. | 2015/2016 Level 3+  QCA:Fluency  Gr. 4 84%  Gr. 5 84%  Gr. 6 81%  QCA:Comprehension  Gr. 4 77%  Gr. 5 65%  Gr. 6 89% | Data indicates a few cohorts need assistance. |
| Gr. 4’s report reading is improving | Min of Ed Satisfaction Survey;  Improving in Reading Gr. 4  11/12 97% 13/14 86%  12/13 96% | Target 90% or higher reporting they are getting better at reading. | Students Improving:  Gr. 4 39/41 (95%) answered sometimes, many or all of the time | Gr. 4 believe their needs are addressed and believe they are improving at reading. |
| Improve the reading ability in our primary classrooms | Benchmarks data:% at target  Jun 11 12 13 14 15  Gr.1 L16 75 91 71  Gr.2 L22 96 93 78  Gr.3 L25 75 76 86 K Phonological data  Jun 11 12 13 14 15  4 th 50% 35% 67% 43% 32%  3rd 24% 41% 16% 28% 28%  2nd 20% 19% 14% 24% 30%  1st 07% 03% 02% 5% 10% | Target :Gr.1 L16 90% reality 91%  Gr. 2 L22 95% reality 93%  Gr. 3 L25 80%  June 16 3rd & 4th Quartile  90% | Benchmarks Data:  % at target: Jun 16  Gr.1 L16 (66%)  Gr.2 L22 (76%)  Gr.3 L3+ (75%)  K Phonological data  Jun 16  4 th 65% 2nd 8%  3rd 27% 1st 0% | Need to address the trends and provide support where needed.  Targets not met but most importantly for Gr. 1.  This year’s K’s will be support. |

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| **GOAL 3: Critical Thinking: To improve the critical thinking skills of all our students using our own designed rubric to be measured at each reporting period!** |
| **RATIONALE:** 1) The new provincial draft curriculum shows a shift toward core competencies, one of which is critical thinking. We will refine our rubric to better reflect this area as an over-arching concept in all areas. |
| **ACTIONS: Sept.-Oct. –Plan**  - Our focus will be to address the students who are NYM.  **Nov. – March: Implement, Monitor, Adapt**  - Students will have the opportunity to develop foundational skills in ADST and critical thinking.  - Provide opportunities to promote Self Regulation; therefore, also follows the developmental scientists idea that the better a child can self-regulate, the better she can rise to the challenge of mastering ever more complex skills and concept. For Example: Hour of Code  - Collaboration group plans 8 weeks of afternoon sessions with whole school and many staff members  **June: Review Evidence**  - We have created a Critical Thinking Rubric, and will work on refining this tool. Using the rubric we will record and monitor our critical thinking, each reporting period. |

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| **PRIMARY (K’s Inc) NYM MEETING FULLY MEETING EXCEEDING** |
| **June 11 2% (3) 15% (26) 71% (122) 13% (22) Total 173** |
| **June 12 1% (2) 24% (46) 62% (120) 18% (35) Total 193** |
| **June 15 4% (7) 20% (40) 55% (111) 21% (43) Total 201** |
| **June 16 0% (0) 12% (16) 70% (94) 18% (24) Total 134** |
| **INTERMEDIATE NYM MEETING FULLY MEETING EXCEEDING** |
| **June 11 3% (5) 19% (27) 49% (72) 29% (42) Total 146** |
| **June 12 11% (14) 25% (33) 43% (57) 21% (29) Total 133** |
| **June 15 1% (1) 13% (17) 60% (77) 26% (33) Total 128** |
| **June 16 1% (2) 22% (32) 77% (87) 18% (23) Total 144** |

**Communication Plan:**

Our SIP is a living document which will be updated and communicated to the Bert Ambrose Staff and Community periodically throughout the year as indicated:

* Monthly newsletter / weekly updates emailed and paper copy (parent’s choice from Sept. Survey).
* School website (<http://www.ambrose.prn.bc.ca>), facebook page.
* Vision and Motto statement on letterhead and footnote on newsletter.
* Teachers use Freshgrade, news bulletins, daily agendas and email.
* Monthly Flyer/Poster
* Variety of ways: Gator song, mascot, pictures, spirit days, assemblies, PBIS activities, Code of Conduct and Fun Activities.