

Norton Elementary School

School Improvement Plan 2024/2025

Ends Policy 1: To provide a safe, inclusive, and welcoming learning environment for students, staff, and families of Norton Elementary School. (This policy aligns with DIP goal #2, Principle Theme-Belonging)

Strategy 1.1: To intentionally support students and staff in best practices in the instruction of mindfulness, social/emotional learning, self-awareness, and responsibility.

Action 1.1 A: To provide teachers with a generous supply of fiction and non-fiction books related to mindfulness, social/emotional learning, self-awareness, and responsibility.

Action 1.1 B: Principal to participate in Social/Emotional Leadership professional learning sessions available as part of the Leadership professional learning schedules.

Action 1.1 C: To provide each class one instruction period per week taught by our Guidance teacher.

Strategy 1.2: To ensure that students and staff feel supported in their mental and physical health needs.

Action 1.2 A: To provide a safe space for students and staff in need of support and enlist outside agencies or resources when needed.

Action 1.2 B: To use data available from Teacher Perception surveys and Student Health and Wellness surveys (when available) to inform us about the areas in the most need of support within our school's population.

Action 1.2 C: To provide workshops and support groups for students with our Guidance teacher, such as the "Kindness Crew".

Ends Policy 2: To maintain and build on current best practices in the teaching of Literacy and Numeracy in K-5. (DIP Goal #3-Principle Theme-Achievement)

Strategy 2.1: To enable all Language Arts teachers to become familiar with the Building Blocks of Reading and the Science of Reading documents provided by EECD.

Action 2.1 A: To make resources available to staff including "Shifting the Balance", "Growing Readers", and UFLI to promote growth and improvement in K-5 Literacy.

Action 2.1 B: To use the Building Blocks of Reading, the Science of Reading and Holistic Curriculum as the focus of K-2 and 3-5 Professional Learning Communities within our school.

Action 2.1 C: To provide classroom support and release time to classroom teachers to facilitate Early Grades Literacy Assessments (EGLA) and compile data to inform instruction as needed.

Action 2.1 D: Principal to provide leadership by attending professional learning sessions on the holistic curriculum and EGLA.

Action 2.1 E: To provide teachers with funds to purchase fiction and non-fiction books to enhance student education.

Strategy 2.2: To enable all Numeracy teachers to become familiar with the formative data collections forms to use in a meaningful way to inform current practice.

Action 2.2 D: Providing opportunities for PL during storm days and other scheduled PL days.

Action 2.2 E: Academic Support teacher to assist teachers in inputting data to assist in choosing small skill-based groups.

Ends Policy 3: To promote teaching and learning in a variety of environments to help meet the needs of all students.

Strategy 3.1: To encourage the regular use of the outdoor classroom space (courtyard) available on school property.

Action 3.1 B: To utilize district, community, and EECD resources that support outdoor learning.

Action 3.2 C: Grade 3 Little Green Thumbs garden

Strategy 3.2: To encourage the regular use of Resource areas within the school.

Action 3.2 A: To create small skill-based groups, and have the Academic Support teacher, Resource team, and classroom teachers collaborate on learning plans for students in need of academic support.

Action 3.3 B: To apply for SACF grant funding for Cool Room.