Vincent Massey Public School
2015-2016 Learning Improvement Plan

School Address: 2999 3rd Avenue East
Prince Albert, SK S6V 8G2
Telephone: 763-7494
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Website: [www.srsd119.ca/schools/vincentmassey.html](http://www.srsd119.ca/schools/vincentmassey.html)
Principal: Barclay Batiuk
Vice Principal: Sherry Gunville
School Community Council Chair: Toni Kowal
Mission

It is the mission of Vincent Massey Public School to continually provide a safe and inclusive learning environment where students and families can be empowered.

Vision

Vincent Massey in collaboration with the staff, students and community council envisions a future with the following ideal characteristics:

1. Success is clearly defined and specific for every member of our community so that student learning increases.
2. Celebrations of success occur often and in many varied forms to motivate continued student learning.
3. School pride is continually growing and showing itself in many forms to motivate continued student learning.
4. Respect and discipline is continually improving for all members of the community and is shown in many varied forms to motivate continued student learning.
5. Technology is increasingly availability and utilized to improve student learning.
6. The resources and supports required for academic progress are available to facilitate continued student learning.
7. The layers and intensity of home and school collaboration is continually improving to motivate and facilitate student learning.
8. Cultural sensitivity is continually improving to motivate student learning.
9. The crucial and critical communication between school stakeholders – staff, administration, parents, community and students is enhanced to motivate continued student learning.
10. The engagement of students and families is continually increasing to motivate and facilitate student learning.

Motto

"Vincent Massey Community School, It's Our School!"

Demographics

School Enrolments and Configurations

Current Enrolment – 416
Pre-K- 39
Kindergarten- 37
Grades 1-8- 340

Student and School Demographics

Vincent Massey Community School is a unique educational community of immense diversity located in Prince Albert, Saskatchewan. The school is comprised of students from the east hill area of our city. Generally the area is populated by working families in a mix of for owned and rental homes. There is a roughly equal representation of students from first nations and non-first nations backgrounds in our community. We have a small number of students in foster care including students from three group homes. There are a significant number of students who are living at or below the poverty line. The busing initiative created by the division should aid in increasing our attendance percentage, especially when the weather gets colder. (November- March)
Governance Structure

School Community Council

The School Community Council is comprised of parents, teachers, and school-based administration. We are currently in a state of transition as most of our members have quit or moved. We are actively seeking out more representation from the community. Our recruitment drive proved valuable as we now have 4 members on our SCC. They meet monthly and hold their annual meeting in the spring of each year. The parent council will be working on securing funding through a grant, to have a before and after school daily program.

Message from the School Community Council

Dear Parent/Guardian:

Hello! Welcome to Vincent Massey Public School. We are the School Community Council. We are currently a single parent, community and staff members that meet monthly/bimonthly to discuss ways to enhance and improve learning for students and their families.

In the past, through fundraising (hot dog sales, garage sales, Mom’s Pantry, coupon books, etc.), we have purchased SMART boards, security cameras, microwaves and completed playground improvements.

Family dances and barbecues are events we host through the school year.

We believe that student learning, successes, and well-being are a shared responsibility among Home, Community and School.

We encourage you to join our team in any way you can and, again, welcome to our great school. We hope you enjoy your time here!

Sincerely, VMPS Community Council

First Nations and Metis Organizations

Vincent Massey Community School partners with First Nations and Metis Organizations for specific projects on an ad hoc basis.

An example would be:
Zone 8 Sports Council: Prince Albert Grand Council
The Grand Council provides recreational opportunities for children and youth in soccer, floor hockey and softball.

Communication Plan

Target: Communication will be aimed at all stakeholders in the school community, students, parents, staff and community members.
Rationale: Our aim is to enhance effective participation in the school and promote school engagement. This will require a coordinated effort on behalf of all stakeholders at our school. It is imperative that we share a consistent, regular message to everyone in our school community.
Preferred Sender: In order to ensure a consistent message, members of our Program Management Team will act as the spokespersons for the school. However, all members of staff and school community council executive may act as a sender depending on the audience and the message.
Message: The message will be adapted for each group but will focus on the following: Describing the positive benefits of home and school cooperation, meaningful parent participation in the school, and parent support for student academic growth.
Method of communication:
1. Communicate to school audiences:
a. Repeat our key message at our monthly parent activities.
b. Use the “REMIND APP” to text/email parents and guardians. Currently have 65 active subscribers. Goal is 150 this year.
c. Insure message is shared at least once a year with all shareholders who use our school facility.
2. Use the daily staff newsletter to keep staff up to date on current happenings in the school and progress on our goals.
3. Include our key message in our monthly newsletter.
4. Regular contact with parents by our teachers.
5. Include our message on the school web site with regular principal message.
6. Include a item of information on all SCC meetings.
7. Include other members to our Program management team.
Feedback: Will be gathered as follows:
1. Regular requests for feedback from staff members.
2. Do survey questionnaire on key message with students.
3. Do survey on web site with regards to key message.
4. Report pertinent feed back to the Program Management team from community contact.

Programs and Services

Overview of Curricular Courses and Programs

Academics
Vincent Massey Public School offers its students a high quality academic program at all grade levels. Students in Pre-kindergarten and Kindergarten have the opportunity to learn from many different activities. From active play, to listening skills to art and drama, the students have a great opportunity to get ready for grade one. Students in Grades 1 to 8 receive instruction in English Language Arts, Mathematics, Science, Social Studies, Health and Physical Education. Students will also have the opportunity have program offerings like Career Education, Practical and Applied Arts at various grade levels. The Arts Education Curriculum includes visual arts, music and drama at all levels of our school. Band is available to any student in grade 5 through 8. Students at VMPS have access to laptop computers, IPADS and a full service library to assist in research for all grade levels and classes.

Timetables
Vincent Massey Public School operates on a 5 day (Monday-Friday) cycle with six teaching periods per day – three in the morning and three in the afternoon.

Period Time Grade K-5 period Time Grade 6-8

8:50-8:55 Warning Bell
Period 1 (8:55 - 9:47)
Period 2 (9:47 -10:40)
Recess (10:40 – 10:55)
Period 3 (10:55 – 11:47)
Lunch Break (11:47 – 12:32)
Period 4 (12:32 – 1:25)
Period 5 (1:25 – 2:18)
Recess (2:18 – 2:33)
Period 6 2:18 – 3:10 (Grades 6-8)
Period 6 2:33 – 3:25 (K-Grade 5)
Our Caring and Respectful School Environment

Positive personal attitudes are conducive to a safe, caring and secure school atmosphere. It is a goal at Vincent Massey Public School to maintain a positive climate in which:

All students feel safe, important and trusted.
- There is a mutual respect among staff, students and parents.
- Appropriate behavior is consistently encouraged and complimented, thereby, increasing student self-esteem and reinforcing self-control.
- Ongoing communication between staff and parents encourages and provides increased opportunities for active and constructive parental involvement.
- Students are encouraged to take responsibility for their own behavior. Vincent Massey Community Public School strives to maintain an environment that is caring, which provides opportunities for and recognition of success and which fosters self-esteem, self-discipline and a sense of responsibility. Teachers, through advice and modeling, promote appropriate behavior.
- The Discipline Policy at Vincent Massey Community Public School supports the Saskatchewan Rivers School Division policy. All teachers accept responsibility for guiding all students and all students are responsible to all staff members. All staff view discipline as a learning experience for students rather than “punishment”. Teachers are expected to offer fair, consistent and logical consequences whenever a student’s conduct is outside the rules and expectations of the school. Consequences assist students in developing appropriate approaches to solving problems and resolving conflicts. School administration is available to assist in resolving disputes or changing inappropriate behavior. Parent support is helpful when correcting problems.

Use of Technology

Students at Vincent Massey have access to technology in the classroom. From SMART boards in all classrooms to laptop computers to student iPads to work stations in the Resource Centre to sound field systems our students use technology to enhance learning.

BYOD POLICY- Students are able to bring their own cell phones and/or tablets and use our guest network to access the internet to aid in their studies.

Student Leadership Opportunities

Students at Vincent Massey Community Public School have the opportunity to participate in a number of student leadership activities both inside and outside of the school. The following are a few examples:

Student Leadership Council
Student volunteering opportunities
Care Partners
Safety Patrol
Take the Lead
We Day

Out-of-School Educational Experiences

Students at Vincent Massey Community Public School are regularly able to go outside of the school to participate in learning activities in the community. This would include the visits or field trips many location including the following:

Museums
Batoche
Fort Carlton
Parks
Conservation Learning Centre
Prince Albert National Park
Harvest Demonstrations
Local Events
Sporting Events
Canada Skills Competition
Job Fairs

PARTY program- (Health Region)
Extra-Curricular Programs

VMPS is a center of learning for staff, students, families, and community members. The diverse learning needs of our families are met by incorporating many learning opportunities through a variety of programs. VMPS uses a collaborative approach to achieve learning excellence and well-being for the entire community. Meaningful community partnerships are achieved through a shared responsibility for the education and health for our students. Most importantly VMPS fosters a safe and supportive environment for learning and achieving excellence in our student’s daily lives.

VMPS is very fortunate to have a dedicated team of staff, parents and community partners so the best educational opportunities are available for all. Through our community partners we have been very lucky to offer such valuable programs such as:

- Kids in the Kitchen
- Literacy programs – Come Read With Me, Alphabet Soup, Read, Move, Share
- Soccer
- Softball
- Multiple Craft Programs
- Sewing classes
- Gym Activities
- Youth Leadership- (SLC, Take the Lead)
- Bike safety
- Babysitters course
- Language classes
- Adult crafts
- Adult dance classes
- Kids & Drugs: What Parents Should Know
- Quilting
- Christmas Choir
- Active Minds, Active Bodies
- Zone 8 Sports
- City Recreation Activities
- Taming the Tiger (October 2015)

We could not offer the large variety of programs to our families without these vital partnerships. VMPS offers educational programming for all ages. We have a vast variety of knowledge in our community and we invite and encourage you to share your expertise by teaching our children and youth the skills needed for a life full of successes. Please drop in anytime and check out our monthly programs and get involved on our School Community Council. Our success is enhanced with your involvement!

Supports for Learning

Vincent Massey Public School believes in supporting the whole Child through a great many supports for student learning.

Pre-Kindergarten Program
The Prekindergarten Program provides developmentally appropriate learning through play. The program is child-centered, self-directed and focuses on the development of the whole child (physical, social, emotional, spiritual and intellectual). Parents have an opportunity for meaningful involvement in the program. Prekindergarten prepares students for a successful entry into Kindergarten.

Snack Program
Vincent Massey has an exceptional nutrition program. It has been proven that children have the ability for higher learning when they have a full stomach. All possible precautions are taken to accommodate children’s allergies. Snack consists of food from at least two food groups of the Canada Food Guide i.e.: fruit and cracker. The nutrition program is also a tool to educate children on the importance of eating a healthy, well balanced diet.

Canteen
A canteen is run daily from 11:45 a.m. to 12:15 p.m. There are a variety of nutritious items available for your child to purchase. Items range from 50¢ to $3.00.
School Social Worker
A school social worker is available at the school to assist students and their families.

Public Health Nurse
A Public Health Nurse visits the school to conduct immunization as well as give health related presentations to students and groups of parents. They will be offering immunizations and information to the public at night events such as parent-teacher interviews.

Activities - After School and Evening Activities
Every day after school a variety of programs are offered. All the after school programs are supervised by school staff and community volunteers. Students in Kindergarten to Grade 4 have activities from 3:30 to 4:45 and the older students’ activities are able to attend Opportunity Club Tuesdays, Wednesdays, and Thursdays from 3:30-4:30. Students have access to a teacher, computer/iPad in a safe, non-threatening environment to complete homework/assignments.

The City of Prince Albert
Prince Albert’s Recreation Department provides after school programming in the school’s gym one day a week. As well the City provides a “Learn to Skate” Program for students in Kindergarten to Grade 8.

Staff Learning Initiatives
Staff members of Vincent Massey Public School believe in lifelong learning and regularly participate in many forms of professional development and in-service. Staff do everything from professional reading, participation in school division committees, school committees, PLCs, attend conferences, seminars and take classes at university. Staff are committed to keeping abreast of current trends and research in education to ensure that they can offer the best education for our students.
## Reading SMART Goal 2015-16

### Goal Statements, Lag Indicator, Strategies and Lead Indicators

<table>
<thead>
<tr>
<th>Priority Area SMART Goal (Division goal):</th>
<th>Professional Development Required</th>
<th>Division Support Connections</th>
<th>Timeline for Strategy Implementation and Engagement Activities</th>
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</thead>
<tbody>
<tr>
<td>By June 2016, 100% of SRPSD students will be achieving at proficiency or mastery standards in reading literacy OR have 50% catch up growth (students not achieving grade level standards) OR will reach their individual benchmark level (students on individualized plans) in reading literacy.</td>
<td>Dream Catcher Meeting June 2015 - Barclay and Jasmin</td>
<td>Randy Emmerson, Corrine Hoffman, Pam Anderson-Klassen, Angie Lysitza, Elaine Beres</td>
<td>June – August 1. Barclay will meet with Corrine to discuss year-end data. 2. Barclay and Jasmin will confirm 2015-2016 school goals. 3. Jasmin will review DRA data, paying close attention to comprehension scores and where weaknesses are. 4. Pre-plan trips to Indigo 5. Pre-plan parent engagement/Literacy days 6. Elaine and Jasmin gathering Running Records for Reading Room titles for teacher easy-access 7. Corrine and Jasmin overhaul of Reading Room – Continue with marking DRAs and creating more space for new books - July</td>
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</tbody>
</table>

### Specific Goal (Smaller WIG):

#### Text Level:

By June 2015, all grade 1-8 students will read text at the proficient (blue) or mastery (green) level as measured by the DRA 2 OR have 50%

### Lag Indicator (how will we measure growth?):

- DRA in June for grades 2, 3, and 4 to 8.
- DRA in Jan. and June for grade 1 students.
- DRA given to new students as they come in.

We will also use running records on a consistent basis; more often with weaker readers.

### Strategy 1 (What we want to do):

Formative Assessment Strategies: running records and sight word assessments

### Action Steps (how we are going to do it?):

Summarize the purpose and administer the DRA2:

- Utilize the proper technique, timing, and use of running records
- Utilize running record template

<table>
<thead>
<tr>
<th>Dream Catcher Meeting Sept. 22/23 - Barclay, Jasmin</th>
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<tbody>
<tr>
<td>Moving On Up Sept. 24/28 - Holly, Megan, Daygen, Brittany</td>
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### Dream Catcher Meeting

- September
  - DRAs on new students
  - ELP grades 1 to 3
  - Mid-September begin blocked reading groups grades 1 to 5

1. Sticky Team Meeting
2. Moving on Up - share ideas from meeting
3. Jasmin to meet with teachers to go through students with differentiated goals.
4. End of Sept. tentative trip to Indigo
• Interpret and analyze student data to plan strategic instruction (fluency, accuracy, and/or text level)
• Plan instruction to meet student needs (use formative assessment data to inform teaching and blocked reading groups)
• Utilize curriculum implementation cycle: instruct, assess, data, plan
• Access Student Support Services to develop strategies to work with below grade level or IIP students

**Lead Indicators** (what actions will we see?):

- set goals for student achievement (see where students fit)
- use running records (beginning students once a week; approaching students once every two weeks; proficiency and mastery students once a month.) and adjust instruction accordingly
- discuss the impact of strategic instruction on student achievement (PLCs)
- use of data wall in WIG meetings and the 2-2-2 plan

**Strategy 2:**

**Instruction/Pedagogy:**

Flexible Groupings
Red Zone Binders

**Action Steps:**

- Use formative assessment data to inform teaching (Running Records and ELP)
- Implement flexible grouping based on current student data
- Use flexible groupings for explicit

<table>
<thead>
<tr>
<th>Sask. Reads/ELP Refresher Oct. 5/8 - Jasmin, Connie, Megan, Tracy, Pam</th>
<th>Sask. Reads: - see Pam Anderson-Klassen</th>
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<tbody>
<tr>
<td>EST meeting Oct 22 - Connie and Jasmin</td>
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<tr>
<td>Dream Catcher Meeting Oct. 29 - Barclay, Jasmin</td>
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<td>Dream Catcher Meeting Nov. 17/19- Barclay, Jasmin</td>
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<tr>
<td>Moving On Up Nov. 25/26 - Holly, Megan, Daygen, Brittany</td>
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<td>Sticky Team Jan. 7 – Sherry, Brittany, Lauren, Jasmin</td>
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<td>Sept. Continued 5. Finalize plans for parent engagement and Literacy days. Possible “Come Read With Me” program – Literacy Network (Brenda Lee) 6. Prepare Red Zone Binders and begin using 7. Possible Coach Cruising – Riverside or Queen Mary or K. G.</td>
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<td>October</td>
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<td>Oct. 9 PLC</td>
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<td>November</td>
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<td>Nov. 23 PLC</td>
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<td>1. Moving on Up - share ideas from meeting 2. Report Cards</td>
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<td>December</td>
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<td>“Gift of Reading” family day??? 1. Possible Coach Cruising – Riverside or Queen Mary or K.G.</td>
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<td>January</td>
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<td>Jan 29 PLC</td>
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<tr>
<td>ELP K to 3 DRA grade one 1. “Baby its Cold Outside” reading afternoon???</td>
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</table>
strategy-based instruction in a balanced literacy program (focus on areas of weakness)

- Model reading strategies during flexible grouping instruction
- Use elements of Daily Five in the classrooms and flexible groups
- Use a variety of resources to support teaching students based on where they are at
- Collaborate (common planning time, division coach/consultant, PLC group, EST, teachers) to develop a bank of differentiated instructional strategies for classroom use
- Set specific goals for students not at grade level
- Access Student Support Services to develop strategies to work with below grade level and IIP students

**Lead Indicators:**

- set goals for student achievement
- adjust flexible groupings according to collected data (academic and behavioral)
- use resources appropriate to student needs
- the use of Literacy Circles based on text levels in the classroom during other ELA times (gr. 1 to gr. 6)
- discuss impact of strategic instruction on student achievement
- WIG meetings

### Strategy 3:

**Student Goal Setting**

**Action Steps:**

- Figure out how to best implement the cyclical process of student goal

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<thead>
<tr>
<th>EST meeting</th>
<th>Feb. 11 - Connie and Jasmin</th>
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<tr>
<td>Dream Catcher Meeting</td>
<td>Feb. 23/25 - Barclay, Jasmin</td>
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<tr>
<td>Moving On Up March 2/3 - Holly, Megan, Brittany, Daygen</td>
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<tr>
<td>EST meeting</td>
<td>May 12 - Connie, Jasmin</td>
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<tr>
<td>Dream Catcher Meeting</td>
<td>May 26 - Barclay, Jasmin</td>
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<tr>
<td>Moving on Up May 26/27 - Holly, Megan, Brittany, Daygen</td>
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<th>Jan. Continued</th>
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<tr>
<td>2. Family Literacy Day – Jan. 27</td>
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<td>February</td>
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<td>March</td>
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<td>1. Moving on Up - share ideas from meeting</td>
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<td>2. Report Cards</td>
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<td>April</td>
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<td>Apr. 15 PLC</td>
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<td>May – June</td>
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<tr>
<td>May : Moving on Up – Share ideas from meeting</td>
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<td>ELP K to grade 3</td>
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<tr>
<td>DRA K to grade 8</td>
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<tr>
<td>June PLC – June 20</td>
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<tr>
<td>Barclay will meet with Corrine to discuss year-end data.</td>
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setting
- Utilize formative assessment (running record, ELP) data
- Set appropriate learning goal
- Tracking of achievement progress
- Analyze progress toward goals through student - teacher conversations

Lead Indicators:

- Encourage teachers to conference with students to discuss student goal setting and progress.
- Discuss impact of student goal setting on student achievement
- WIG meetings