

QUISPAMISIS ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT & POSITIVE LEARNING ENVIRONMENT PLAN

2019 - 2022

# Quispamsis Elementary School Improvement Plan 2019-2022

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## Vision Statement

*We build leaders by igniting a passion for learning in a community of caring and respect.*

## Mission Statement

*We connect and inspire. We learn and succeed. We lead!*

## Values and Belief Statements

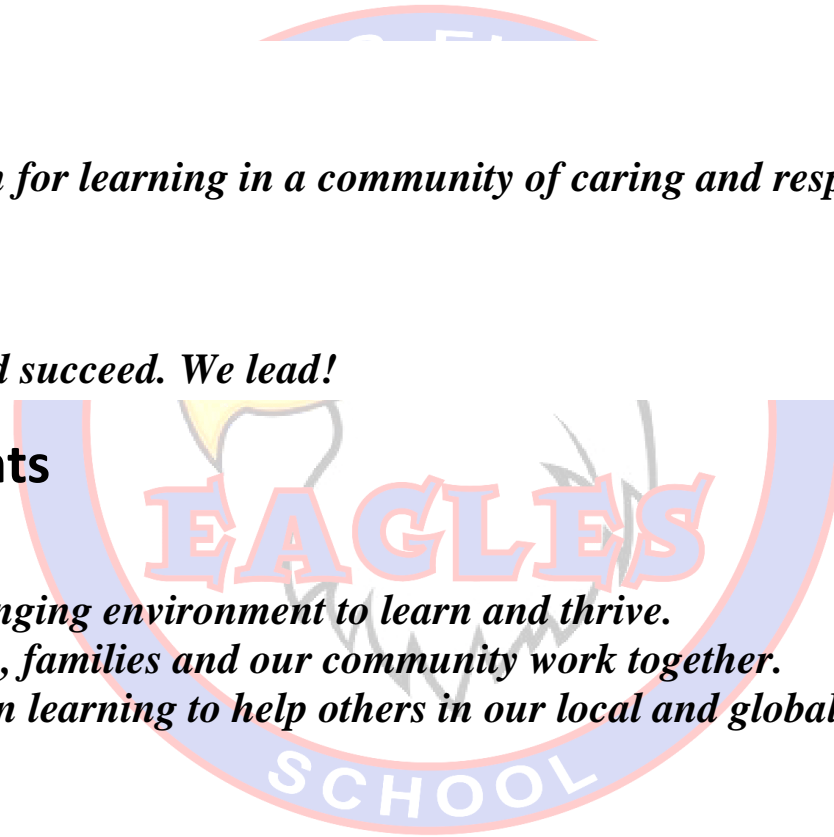
*We can all learn.*

*We need a safe, respectful and challenging environment to learn and thrive.*

*We learn achieve when staff, students, families and our community work together.*

*We have a responsibility as partners in learning to help others in our local and global communities.*

*We will be lifelong learners.*



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## ENDS POLICY #1 – Curriculum and Instruction

*Staff and students of Quispamsis Elementary School will demonstrate continuous improvement in literacy, numeracy, science and key areas of instruction and curriculum delivery, striving to meet or exceed the targets set by ASD-S and the Province of New Brunswick.*

- District Improvement Plan Links – Ends Policy #2 and #3
- EECD 10 Year Plan Links – 2, 3, 4, 5, 8, and 9

## ENDS POLICY #2 – Parent and Community Engagement

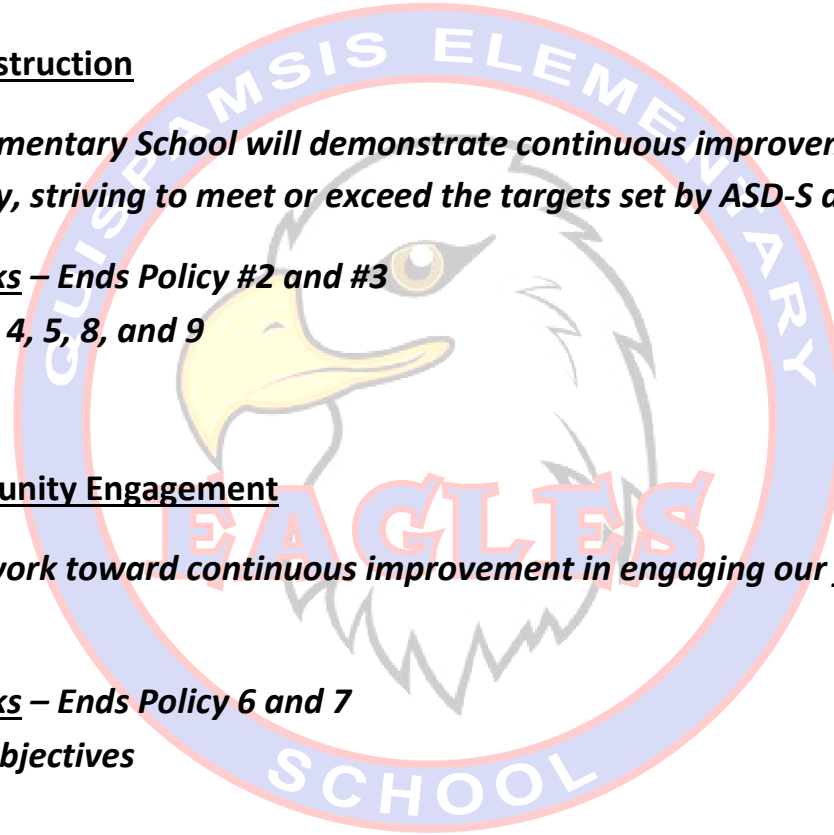
*Quispamsis Elementary School will work toward continuous improvement in engaging our families and community as partners in education.*

- District Improvement Plan Links – Ends Policy 6 and 7
- EECD 10 Year Plan Links – all objectives

## ENDS POLICY #3 – Positive, Safe, Healthy and Inclusive Learning and Working Environments (PLWEP PLAN)

*Quispamsis Elementary School will demonstrate continuous improvement in creating positive, safe, healthy, and inclusive 21<sup>st</sup> century learning environments.*

- District Education Plan Links – Ends Policy 1, 4, 5, 6,
- EECD 10 Year Plan Links – Objective 1, 2, 6, and 7



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## QES Continuing Practices

<b>Literacy</b>	<b>Numeracy</b>	<b>Positive Inclusive Environments</b>	<b>PLC/Leadership/Capacity</b>	<b>Parent/Community Engagement</b>
Daily 5 Literacy Structure	Monthly Math Maps	Pyramid of Intervention	PLC time - Literacy/Numeracy and Trans-curricular Inquiry	School Website, Twitter, Class Messages
Balanced Assessment (Triangulation of Data)	PDU – Numeracy Instructional Tool	Learning Profiles	Core Leadership Team	PSSC
Transdisciplinary Approach (Units of Inquiry)	Guided Math Approach	7 Habits / Leader in Me	Collaboration/Co-Planning/Co-Teaching Model with Leads/Resource	Home and School
Teaching Process Map – Plan, Do, Check, Act Process	Numeracy Look Fors	Bully Smart	Common Assessments (Formative and Summative)	Community Partnerships - Shannex, Kings Valley, Kids Zone, Lion's Club, DARE, Go Girls, Marigolds, Town of Quispamsis, Project Webfoot, Port SJ, Crane Mountain, UNESCO Stonehammer Geopark,
Balanced Approach to Literacy	Balanced Assessment (Triangulation of Data)	Mind Up, Zones of Regulation, Fun Friends,	PBIS Leadership Team	Community School Coordinator (grants, partnerships, etc.)
Frequent Formative Assessment	K – 5 Comparison Document (number)	Student Leadership / Clubs		Early Literacy Friends Program
Data Collection Systems	Data Collection Systems	Peer Helpers		Roots of Empathy
Small Group Targeted Instruction	Teaching Process Map – Plan, Do, Check, Act Process	Guidance Programs (Volcano's, Rainbows, Bee Buddies, Friendship Power)		Big Brothers/Sisters In school Mentoring

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## ENDS POLICY #1

*Staff and students of Quispamsis Elementary School will demonstrate continuous improvement in literacy, numeracy, science and key priority areas of instruction and curriculum delivery, striving to meet or exceed targets set by ASD-S and the Province of New Brunswick.*

<u>Goal Area 1.1:</u> <u>Literacy</u>	<u>Strategies/Actions</u>	<u>Indicators of Success/Progress Monitoring</u>	<u>Timeline</u>	<u>Responsibility</u>
Reading/Viewing	K – 4 Classroom teachers will complete reading benchmark assessments three times per year (Nov, March, May). Fountas and Pinnell Kits/Provincial Standards will be used for reading assessment. (Grade 5 English Compacted will complete a February / June benchmark.)	Improved student achievement data is reflected on our literacy benchmark data.	2019 – 2022	Classroom Teachers/PLCs
	Teachers will reflect on benchmark data using the e-data wall to support the identification of targeted intervention / enrichment groups/team goal setting priorities. Data to be review by teams in September, Nov, March, and May of each year.	Evidence of use of data through PLC minutes/meetings and students/team identified goals are set based on this data. Teacher’s self-reflection on PDU formative assessments practices improves.	2019 – 2022	Teachers/PLCs
	Reading strategies/skills are being explicitly taught during small group guided reading sessions after modelled and shared experiences. Teachers will seek to create strategy based groups, as appropriate, and not rely solely on level based groups.	PLC literacy minutes will reflect discussion on planning for skill based groups, PL sessions provided, observations during administrative walkthroughs, Request for Support from Coaches/EST-R, BLNA reflection improvements	2019 - 2022	Teachers, EST-R, Admin
	Develop K – 5 Phonics/Phonemic Awareness Continuum of Skills.	The continuum will be created and used by grade level PLC teams	2020 - 2022	Teacher Committee

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Writing / Representing	K – 4 Classroom teachers will complete writing benchmark assessments three times per year (Nov, March, May). Trait Rubrics/Provincial Standards will be used for this evaluation.	Improved student achievement data being reflected in our literacy benchmarks	2019 – 2022	Teachers/PLCs
	Teachers will reflect on benchmark data using the e-data wall to support the identification of target intervention / enrichment groups/team goal setting priorities. Data to be review by teams in September, Nov, March, and May of each year.	Evidence of use of data through PLC minutes/meetings and students/team identified goals are set based on this data. Teacher’s self-reflection on PDU formative assessments practices improves.	2019-2022	Teachers/PLCs
	Teachers will create Star Writing Checklists (Pommes Checklist for FI) to create consistent expectations and language for students to support improvement in the area of the conventions trait of writing.	Checklists will be created by PLC teams and used K – 5 with students. School-wide benchmark data will reflect improvements in conventions trait of writing.	2019-2022	Teachers/PLCs
	Star Writing Checklists will be used to support self and peer assessment of writing and overall improvements in conventions.	Checklists are created, are easily accessible, posted and regularly used by students. Students will demonstrate independence in using the checklist.	2019 - 2022	Classroom Teachers
	Teachers will engage their classes in all stages of the writing process from start to finish (Pre-Writing, Drafting, Revising, Editing, and Publishing) and plan periodic author celebrations.	PL will be provided, students pieces are being published periodically and author celebrations take place.	2019 – 2022	Classroom Teachers
	Teachers will designate an area outside their classrooms to celebrate a student’s writing each month.	Student writing displayed and updated periodically with new pieces.	2019 -2022	Classroom Teachers

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<p>Speaking and Listening / Oral Language</p>	<p>Authentic Language Experiences based on the Speaking and Listening Standards/Curriculum during soft start/choice activities. All K – 2 Teachers will employ soft start. Grade 3 – 5 teachers will explore and experiment with the use of soft start / choice activities.</p> <p>K – 5 teachers will explore a variety of ways to include targeted oral language lessons in their literacy block or during Daily 5 through the Gradual Release of Responsibility model (Modelled, Shared, Guided, and Independent).</p>	<p>Evidence of outcomes in lesson plans, collection of data through conversations, observations and products. Admin walkthroughs, evidence of planning/discussions during PLC meetings, PL session for soft start/ choice activities completed.</p> <p>BLNA assessments reflect improvements in the Oral Language component.</p>	<p>2019 – 2022</p> <p>2019 -2022</p>	<p>Teachers/PLCs/EST-R/Admin</p> <p>Teachers/PLCs/EST-R/Admin</p>
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<b><u>Goal 1, 2:</u></b> <b><u>Numeracy/Science</u></b>	<b><u>Strategies</u></b>	<b><u>Indicator(s) of Success</u></b>	<b><u>Timeline</u></b>	<b><u>Responsibility</u></b>
<b>To support teachers (use of data, assessment, and instructional practices) and students in developing numeracy and science skills.</b>	<p>K – 3 Teams will implement the PDU numeracy plan using the math assessment tool and resource on the math improvement site and sustain the practices learned. Grade 4 and 5 teachers will explore available assessment tools (until PDU math tool resources are available) to support assessment and instructional planning with their students.</p> <p>Through the use of Math Journals, K – 5 teachers will provided regular opportunities for students to solve open Ended / high order multi step questions.</p> <p>K – 5 Teachers will use the Guided Math Approach (eg. BUILD, Daily 5 Math) in their classrooms to facilitate targeted small instructional groups based on formative assessment results.</p> <p>K – 5 Teachers will be exposed to the Fosnot Resource / Inquiry Based resource to support use in their classrooms.</p>	<p>Increased math achievement data, targeted small group instruction, PLCs work reflects use of data (eg. team growth, smartgoals), requests for support to coaches</p> <p>Evidence of regular use of Math Journals. Discussion at PLC meetings.</p> <p>PLC meetings/minutes and lessons plans reflect planning for small group instruction, Admin walkthroughs</p> <p>PL will be provided to staff and use of resource will be observed in classrooms. Purchase of resource where needed.</p>	<p>2019-2022</p> <p>2019-2022</p> <p>2019-2022</p> <p>2019-2022</p>	<p>K – 5 Teachers, PLCs, EST-R, Admin</p> <p>K – 5 Teachers, PLCs</p> <p>K – 5 Teachers, PLCs, Admin, EST-R</p> <p>Admin</p>
<b>Science Instruction</b>	<p>Teachers will access ASD-S Science Lead support to assist in planning a variety of hands on activities for each grade that support the curriculum and specifically the key science skills (eg. Classifying, Observations, Testing Hypothesis).</p> <p>Teachers will access and use the Spotlight on Science resource and learning packages on the one site. Teachers will explore available resources on the portal to support effective and engaging science lessons (eg. learning packages).</p>	<p>Science Lead attends PLC meetings to support teams in planning and using appropriate resources.</p>	<p>2019 -2022</p>	<p>K – 5 Teachers, PLCs</p>



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<b><u>Goal 1.3:</u></b> <b><u>Personalization/Inquiry,</u></b> <b><u>Assessment,</u></b> <b><u>Professional Learning</u></b>	<b><u>Strategies</u></b>	<b><u>Indicator(s) of Success</u></b>	<b><u>Timeline</u></b>	<b><u>Responsibility</u></b>
Formative Assessment	<p>Classroom teachers will explore a variety of ways to organize student progress data and maintain a body of evidence (products, observations, conversations) on student progress.</p> <p>Classroom Teachers will explore a variety of ways to support students in setting individual learning targets/goals.</p> <p>QES teaching staff will receive professional learning on the topic of co-constructing criteria with students including how to utilize student data binders to support the cycle of assessment.</p>	<p>Teachers have a system in place for data collection and evidence of learning for each student (eg. pensive, data binder)</p> <p>Students have individual goals identified and can articulate their goal in student friendly language.</p> <p>PL is provided and evidence of new practices is observed in classrooms.</p>	2019 -2022	K – 5 Teachers  K – 5 Teachers  Admin, Core Leadership Team
<b><u>Professional Learning</u></b>	<p>Teaching teams will collaborate to create common professional learning goals in lieu of individual professional growth goals.</p> <p>Teachers will have access to job embedded professional learning opportunities to enhance sharing of best practices. School release time will be available to staff to observe colleagues during instructional time by way of support of resource and methods teachers.</p> <p>At our regular staff meetings, there may be a short opening PL Snippet on priority SIP/DIP/PIP topics (Formative Assessment, Teaching Process Map, Literacy/Numeracy, EST topics).</p>	<p>Team goals are created and achievement. Evidence of ongoing reflections in PLC meetings/minutes.</p> <p>Teachers access release time support and pursue learning goals during PLC</p> <p>Topics Planned and on Monthly Agenda</p>	2019 - 2022	Grade Level PLCs, ESS, Admin,  K – 5 Teachers, ESS,  Admin

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	<p>ESS Team will create a “QES” staff handbook to support new and returning teachers.</p> <p>Teachers will be active participants in the co-teaching/coaching model as per ASD-S, Priority Delivery Unit and EECD guidelines and standards.</p>	<p>Handbook created and make accessible to all staff.</p> <p>Teachers applying for and receiving coach support.</p>		<p>ESS/Admin</p> <p>K – 5 Teachers</p>
<p>Personalization / Units of Inquiry</p>	<p>Teams will identify how to embed the skills from the New Brunswick Global Competencies within our Units of Inquiry.</p> <p>Teachers will complete a global competency reflect to support planning for regular opportunities to enhance global competencies in their practice.</p> <p>Teachers will plan a class/grade level celebration event to showcase a completed project from a Unit of Inquiry. At least once per year.</p> <p>Teachers will support students learning about themselves as learners through providing a variety of options/activities during choice time (eg. soft start) and adapting the options based on their observations, conversations and products.</p>	<p>Inquiry documents will include relevant global competencies being targeted.</p> <p>Teacher complete survey and lessons reflective planning for competency skill development.</p> <p>Celebration is planned by teachers.</p> <p>K – 5 teaches implement soft start with ongoing adjustments to the activities/choices.</p>	<p>2019 – 2022</p>	<p>Grade Level PLCs, ESS Admin</p>
<p>Professional Learning Communities</p>	<p>Teaching Teams will set short term (6 – 8 week) team instructional SMART goals in literacy and numeracy.</p> <p>PLC meetings will occur weekly (45 – 60 mins) with established team norms. The meeting will rotate between literacy and numeracy. The meetings will follow a cycle of goal creation, monitoring of achievement, collaboration of teaching methods, planning/collaboration on the Units of Inquiry between goal setting and reflection. Curriculum documents, NB provincial standards, and the teaching process map will be core resources.</p>	<p>Evidence of recorded goals on One drive.</p> <p>Meetings occur with regular attendance of members and all components are reflected in meeting minutes.</p>	<p>2019 -2022</p>	<p>Grade Level PLC’s</p>

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## ENDS POLICY #2

*The staff, students, and community will work toward continuous improvement in engaging our parent and community as partners in education.*

<u>Goal</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timeline</u>	<u>Responsibility</u>
<b><u>Parent and Community Engagement</u></b>				
<b>To improve communication between families and school related curriculum/instructional focus and class information</b>	Classroom Teachers will communicate regularly with their families. This communication will include updates on curriculum focus with suggestions on how to help at home as well as important/relevant upcoming dates via an email message occurring at minimum bi-weekly.	Positive Feedback reflected in Home and School and PSSC Minutes.	2019-2020	K – 5 Classroom Teachers
<b>To increase parent engagement and support at QES.</b>	In consultation with PSSC, offer Parent/Family events with either a student centered focus or relevant learning on frequently requested information (eg. internet safety, resiliency, anxiety). The PSSC will consider co-hosting events with other local PSSC's.  The PSSC, will create an improvement and support goal related to promoting healthier school environments (policy 711).	PSSC Minutes, Events Planned and Held.  PSSC Minutes, Goal Determined	2019 - 2022	Administration/PSSC/
<b>To seek opportunities with the community to support students where needed and further develop their citizenship skills.</b>	To enhance and foster ongoing and new partnerships in the community to support enrichment activities for students.  Each class or grade level team will host a “Community Service Project” each year to promote positive social engagement in the community and further develop citizenship skills of our students. Project goals will be linked to the UNESCO Sustainable Goals.	Increase in the number of partnerships/experiences provided to students.  Completion of Community Service Experience by students.	2019 – 2022  2019 - 2020	Administration/Core Leadership Team/PSSC  Core Leadership Team / Teachers

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## ENDS POLICY #3

*All members of the QES community will demonstrate continuous improvement in creating engaging positive, healthy, safe and inclusive learning and working environments (PLEWP)*

Goal(s)	Strategies	Indicators of Success	Timeline	Responsibility
<b>PBIS Practices (teacher perception data reflects improvement in school expectations/routines)</b>	To develop a comprehensive SWPBIS plan to clarify and teach school expectations and create common language for our students. The plan will include a school code of conduct, teaching matrix poster, clear expectations, lessons to teach expectations and sense of community, and method to celebrate positive behaviour. A plan for review periods (January and March) will be created.	Comprehensive plan with the listed elements is created and implemented by staff.	2019 -2021	Admin, Core Leadership Team, PBIS Team
	QES will identify a “guiding coalition” to engage in ASD-S PBIS Initiative and support further implementation of PBIS practices.	Team created with ongoing meetings, planning opportunities, goals identified.	2019 -2020	Admin
	QES Expectations Matrix, once created, will be posted and referred to in each classroom.	Observed in each classroom	2019 -2021	All Staff
	Provide class wide and small group instruction on targeted areas (eg. social skills, behavior expectations, self-regulation).	Ongoing Sessions being offered to students.	2019 -2022	Guidance, SIW

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Pyramid of Interventions	<p>ESS will create a QES Intervention Document to support teachers with suggested tier one interventions on a variety of topics.</p> <p>Update QES Pyramid of Intervention Document</p>	<p>Intervention document created, distributed to staff and evidence of use on ESS referrals.</p> <p>Update Pyramid is created, distributed to staff and evidence of use on ESS referrals.</p>	2019 -2021	ESS, Teachers
School Connectedness	<p>All classrooms will designate time for a community circle as a strategy for proactive/positive discussion as well as reactive/restorative discussions.</p> <p>All classroom teachers will meet/greet their students at their classroom door.</p>	<p>Administrative Observations, Conversation, improved TTFM data</p> <p>Administrative Observations, Conversations, improved TTFM data</p>	2019 - 2022	Core Leadership Team, K 5 Teachers
Staff Wellness	Wellness committee to meet regularly and develop ongoing wellness activities to further enhance wellness opportunities and activities for staff.	Evidence of regular updates and activities which support wellness.	2019 - 2022	Wellness Team
Student Autonomy/Engagement	<p>To seek feedback from students on school engagement and enjoyment through the use of student focus groups.</p> <p>Reflect and respond to TTFM student data and K – 5 Student Wellness Survey Data.</p>	<p>Student focus groups held and actions implemented based on their feedback.</p> <p>Staff has reflected on results and consider relevant action items based on data.</p>	<p>2020 – 2022</p> <p>2019 – 2022</p>	Administration

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Socio-Emotional Learning	Guidance to support classroom teachers with the implementation of social/emotional programming with students (eg. Zones of Regulation, Mind Up).	Improvements in class climate reported by teachers. Improved TTFM data	2020 -2022	Guidance, K – 5 Teachers
Bullying	<p>Guidance will support and plan a roll out event for the WITS bullying program. Guidance will support teachers with ongoing classroom lessons.</p> <p>School will provide literacy resources to enhance the teaching of WITS lessons.</p> <p>Guidance will create a resource binder for classroom teachers with lesson plans.</p>	<p>Kick Off Event Held</p> <p>Improvements in incidents reported on TTFM survey data</p> <p>Observations/Conversations of students activities using the language/strategies of WITS</p> <p>Resource Bank and Lesson Binder create and distributed</p>	<p>2019 – 2022</p> <p>2019 – 2022</p> <p>2019 - 2022</p>	Guidance, Admin, K – 5 Staff



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