QUISPAMSIS ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT & POSITIVE LEARNING ENVIRONMENT PLAN

2022 - 2023

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.
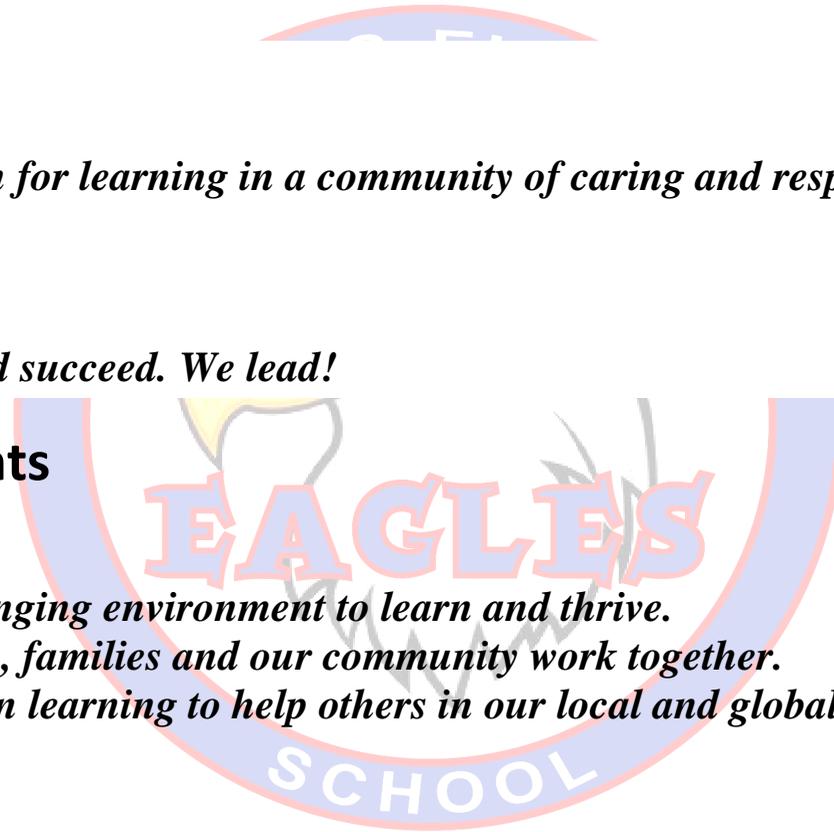
Quispamsis Elementary School Improvement Plan 2022-2023

ENDS POLICY #1 – Curriculum and Instruction

Staff and students of Quispamsis Elementary School will demonstrate continuous improvement in literacy 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*
- *__EECD 10 Year Plan Links__ – 1, 3, 6, and 7*

ENDS POLICY #2 – 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 21st century learning environments.

- *District Education Plan Links – Ends Policy 1, 3, 4*
- *EECD 10 Year Plan Links – Objective 1, 5, 6, 7, 8 and 9*

Quispamsis Elementary School Improvement Plan 2022-2023

QES Continuing Practices

Literacy	Numeracy	Positive Inclusive Environments	PLC/Leadership/Capacity	Parent/Community Engagement
Jolly Phonics Scope and Sequence	Use of Monthly Math Maps and Term Benchmarks	Pyramid of Intervention	PLC time - Literacy/Numeracy and Trans-curricular Inquiry	School Website, Facebook, TEAMs, Class Messages (Bi – Weekly)
Balanced Assessment (Triangulation of Data)	PDU – Use of Numeracy Instructional/Assessment Tools	Updated Learning Profiles	Core Leadership Team	PSSC – Parent School Support Committee
Transdisciplinary Approach (Units of Inquiry/Exploratory/Cross Curricular Block)	Guided Math Approach (small group targeted instruction)	PBIS Approach/Plan/Guidelines of Addressing and Responding to Behaviour	Collaboration/Co-Planning/Co-Teaching Model with Coaches/Resource	Home and School Association
Teaching Process Map – Plan, Do, Check, Act Process	Numeracy Look Fors	WITS Program	Frequent FA & Common Assessments (Formative and Summative)	Community Partnerships
Individual and Small Group Targeted Instruction)	Balanced Assessment (Triangulation of Data)	Zones of Regulation	PBIS Leadership Team	Community School Coordinator (grants, partnerships, programs, etc.)
Core Resources (Treharne, Look Fors, curriculum, standards)	K – 5 Comparison Document (number)	Student Leadership / Clubs	PLC Team Based Professional Learning Goals	Early Literacy Friends Program (ELF)
Data Collection Systems (Robust Teacher Pensive)	Data Collection Systems (Robust Teacher Pensive)	Intervention Map	PLC - Literacy/Numeracy Curricular SMARTgoal Process.	Big Brothers/Sisters In school Mentoring
Literacy Benchmarking/Data (Sept, Nov, Mar, May)	Teaching Process Map – Plan, Do, Check, Act Process	Guidance Programs (Anxiety, Peer Helpers, Divorce/Separtion)	PL Snippets – Staff Meeting, Staff Memo	Eagles 5K, Spring Fling, Holiday Breakfast

Quispamsis Elementary School Improvement Plan 2022-2023

Area of Growth #1
Quispamsis Elementary School will use the EECD Building Blocks of Reading Document and demonstrate growth in our pedagogical literacy approach shifting from a balanced literacy approach to practices reflective of Science of Reading.
Data Collection and Progress Monitoring
Teachers will administer the Quick Phonics Screener (QPS) and the Phonological Awareness Screener to determine a baseline of each student's skills in these fundamental reading areas. Reading Records will be used to monitor progress of students in grades 3 – 5.
Action Plan/Strategies

- Jolly Phonics will be our observed scope and sequence for the teaching of phonic skills as part of a structured approach to literacy instruction.
- Jolly Phonics Interactive Whiteboard Software will be provided to teachers for use in whole group and small group instruction.
- K-2 Staff will receive Heggerty Phonemic Awareness Resource at K – 2. Heggerty Intervention Resources with be available as an intervention program for Grade 3 and up.
- K-2 Teachers will complete EECD's Inspiring Growing Readers modules as per the EECD PL Plan. Gr. 3 – 5 English Prime teachers will be encouraged to engage with this reading modules as well.
- K – 2 classrooms will be provided with decodable texts to support skill mastery during small group instruction.
- A progress monitoring/data collection process will be collaboratively Identified for reading. K – 2 will complete Phonological Screener and the Quick Phonics Screener. Grade 3 – 5 will continue with reading benchmarking in (Nov, Feb/March, May/June). Gr. 2 will complete a Feb/March and May/June reading benchmark. Data will be shared via student profiles.
- Teachers will be provided access to the Reading Simplified subscription for support for pedagogical practices and teaching strategies.
- Gr. 3 -5 Teachers will identify gaps in reading skill development via screeners and use that data to drive their instruction (whole group and small group).
- Gr. 3 -5 Teachers will provide input on resources to support their targeted teaching.
- Literacy PLC meetings will include ongoing reference to the Building Blocks of Reading skills/pillars which will be linked to their short-term SMART goals for students.
- K – 5 teachers will explore the use of "sound walls" as an alternative to "word walls".
- Professional Learning resources/experiences will be sought to support teachers at grade 3 – 5 with the Building Blocks of Reading Pillars of Vocabulary and Reading Comprehension.

NB School Improvement Indicator Connection: Domain 4: Classroom Practice, Sub Domain: Instructional Strategies, Indicator 27: Strengthen Literacy Development. **10 Year Plan Objectives**: 1, 3, 6, 7

Quispamsis Elementary School Improvement Plan 2022-2023

Area of Growth #2
Quispamsis Elementary School will improve the welcoming culture of our school to be more reflective of the diversity within our school community as well as create a stronger sense of school connectedness by fostering the growth in the global competencies.
Data Collection and Progress Monitoring
Our School Survey Data
Action Plan / Strategies

- QES will seek support from our school and local community to assist in acquiring the requested resources of teachers to build welcoming inclusive classroom environments (eg. Inky Umbrella)
- Staff will engage in PL snippets during staff meeting and/or professional learning days with topics linked to diversity and inclusion.
- QES will create a "Welcome Feature" in main hall area which will represent the nations and cultures represented in our school community.
- QES will seek support from ASD-S Culture and First Nation Coaches to assist in creating a land acknowledgement statement as well as learn the stories of the 7 grandfathers in collaboration in collaboration with First Nations Elders.
- QES staff and students will engage in House Teams initiative to learn about and encourage students to "take action" in areas outlined in the 17 UNESCO Sustainable Goals (multi-year plan)
- QES staff will seek support of ASD-S First Nations and Culture Coaches to explore additional teaching strategies to support embedding learning in regular lesson planning.
- QES Staff will seek out opportunities to engage in a First Nations Blanket exercise to gain further understanding and appreciation for First Nations Culture.
- Enhance social inclusion of students with exceptionalities (eg. playground communication board, explore "circle of friends" program).
- QES staff will seek opportunities to invite families/community members to share with classes/school about family histories/culture.
- QES will seek professional learning support in discussing LGTBQ+ terms in developmentally appropriate ways with students.

NB School Improvement Indicator Connection: Domain 1: Systemic School Planning, Sub Domain: Inclusion, Indicator 7: Create and Maintain a learning environment that celebrates diversity, is focused on equity, and are viligent on eliminating barriers and reducing inequities. **10 Year Plan Objectives**: 1, 5, 6, 7, 8 and 9

*February 2022