Quispamsis Middle School

School Improvement Plan

Mission Statement:

Quispamsis Middle School will provide a **Q**uality learning environment in which all students are **M**otivated to achieve **S**uccess.

Vision:

QMS is committed to improved achievement and personal growth in an inclusive, positive, learning environment.

Introduction:

The purpose of the School Improvement Plan is to provide teachers, parents, guardians, district office personnel and other stakeholders with information regarding the goals, strategies, performance and successes of Quispamsis Middle School.

School Profile:

Located at 189 Pettingill Road, the school opened its doors in January 1987 to a student population of approximately 515 students in grades 7, 8 and 9. Today, the school consists of grades 6, 7 and 8 and has a current population of 533 students. The current full time staff consists of 33 teachers, 19 Educational Assistants, 1 School Intervention Worker, 1 Administrative Assistant, and 3 custodians. In addition, the school has a part time staff that includes 1 additional Resource / Guidance teacher (1 day/week), 1 International Student Mentor (1 day/week), 1 Library Assistant (3 days/week), and 1 custodian (4 hours/day).

Abbreviations

AA = Appropriate Achievement	**EST-G** = Educational Support Teacher - Guidance	**PSSC** = Parent-School Support Committee
BM = Benchmark	**EST-R** = Educational Support Teacher-Resource	**SP** = Strong Performance
BRI / GB+ = Reading Inventory Tools	**FILA** = French Immersion Language Arts	**STEAM** = Science, Tech, Engineering, Arts, Math
CLT = Core Leadership Team	**PG / PGP** = Professional Growth Plan	**STEM** = Science, Tech, Engineering, Math
ED = Experiencing Difficulty	**PL** = Professional Learning	**TTFM** = Tell Them From Me (Survey)
ELA = English Language Arts	**PLC** = Professional Learning Community	**UDL** = Universal Design for Learning
ESST = Educational Student Services Team	**PLWEP** = Positive Learning and Working Environment Plan	

Goal	Action Plan	Indicator of Success	Timeline	Responsibility
Global Competencies				
To increase the engagement of students by embedding global competencies such as critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.	Imbedded collaboration / discussion within grade and subject level PLCs and amongst colleagues to provide a sharing of best practices and strategies.	Minutes from learning teams will show best practices. Sharing of best practices during staff meetings.	Ongoing	Teachers / Teams Teachers
	Establish lead teachers and seek out PL opportunities for leads with the aim of delivering PL to staff.	School level PL initiated	June 2019	Admin/ CLT/ Leads
	PL to support competencies	Evidence of competencies within teaching / learning	June 2019	Admin/ CLT/ Leads
	Imbed connection to competencies w/in Team PG Plans	PGPs reflect confidence and growth	June 2019	PG Teams
	Explicit teaching of competencies scheduled.	Teacher and student confidence, practice and use	2019/20	Teachers / teams
	Competencies embedded within curriculum instruction	Observations / walk-throughs	2020/2021	Teachers / teams
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Numeracy				
80% of students will achieve AA or above on the multiple choice section of common district / school benchmarks (6-8).	Utilize both District (Gr 6-8) and internal (Gr 8) benchmarks to reinforce / review curriculum and support instructional practices. Make use of year end assessments on the ASD-S One site.	Historical Data from BM Current data used to drive instruction and target student intervention / enrichment.	Yearly (Nov and Mar)	Math Teachers (with support from EST-R and District Leads)
	PLC time used to create year-end common assessment for 6-7, and	Historical data used to inform instructional needs for beginning of next year.	2018/19	Math PLC & PG Team(s)

	explore use of e-binder end of year assessments.			
	Utilize the school Mental Math Plan (grades 6-8) to teach and strengthen strategies at each grade level.	Plans and lessons designed to assist in teaching mental math strategies.	Ongoing	Math PLC & PG Team(s)
	Seek out opportunities for STEM/ STEAM learning activities.	Students apply learning to new situations.	Ongoing	Admin/Teams/ Teachers
	Provide opportunities for students to apply learning to new situations, and surpass grade-level expectations (if applicable).	Cross-curricular evidence gathered by teachers	Ongoing	Admin/Teams/ Teachers
Literacy				
85% of students will achieve grade level (AA or above) reading standards by the end of the year.	Utilize internal (6-8) benchmarks to inform and support instructional practices. The BRI will be used for English, and GB+ for French with consistent administration of the tool. Internally developed pre-screeners based on OCA or similar assessments will also be utilized.	Improved student reading / comprehension levels based on established Provincial Standards. Formative Assessment Data used to drive instruction. Demonstration of Cross-Curricular reading comprehension in all subjects	Yearly (Oct & May) *Recheck in Feb for struggling students*	All Staff / PG Teams Literacy PLCs ELA and FILA Teachers (with support from Literacy Leads)
	Provide 'Intervention' block (1 per grade level) assigned in schedule.	1:1 / small group support to support growth	Yearly	Principal
	Develop a question bank of additional inferential / personal-critical questions for BRI / GB+.	Stronger and more reliable data with respect to students' inferential and evaluative responses.	Completed 2018	PG Team(s)
	Utilize the OCA format to develop a pre-assessment screener to be used in advance of the BRI.	More timely diagnosis of student reading level.	Completed 2018	PG Team

	Common Strategies: - teacher conferencing - Read Aloud / Think Aloud - Lecture guide - Levelled books (inventory needed) - Guided instruction			
80% of students will achieve grade level writing standards by the end of the year.	Utilize internal (6-8) benchmarks to inform and support instructional practices. Writing BM data will be captured using a triangulation of data (observations, conversations, and products) as identified by the French and English Literacy PLCs.	Historical Data from BM. Current data used to drive instruction and target student learning. Students will post or share their original writing.	Yearly (Nov & Apr)	All Staff / PG Teams Literacy PLCs ELA and FILA Teachers (with support from Literacy Leads)
	'Intervention' block (1 per grade level) assigned in schedule.	1:1 / small group support to support growth	Yearly	Principal
	Common strategies: - Common language (Write Traits) - Use of the Purposeful Planning for Balanced Instruction map (6-8) and the Instructional Process Map. - Exemplars and rubrics posted to websites and displayed in class using student friendly language - Examination of Provincial Standards with students. - Quick writes/ visual cross-curricular literacy - Peer and self-editing / revision - Guided Writing and workshop models - Teacher-Student Conferencing - Checklists and visual prompts.	Achieving AA or above on each of the 6 traits. Improved Writing Fluency. Participation in Speak Out and concours' d'oritoire Culture of learning	Ongoing	All staff

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Science				
70% of students will achieve Appropriate or above as measured by the Grade 6-8 School-based BM.	Establish and build historical data using Gr 6-8 results.	Formative Assessment Data used to drive instruction.	2016-2018	PG Team
	Build student competency in the scientific method / scientific literacy and the acquisition and application of science skills through common language and teaching practices.	Sharing of best practices during staff meetings, subject and grade level PLCs. Science Fair (qualitative); Invention Convention; Entrepreneurial Adventure; etc.	Ongoing	All staff
	Science PLC will set measurable standards for science through the development of a common question bank, curriculum mapping, and common rubrics.	Intellectually engaged students; personal growth / effort; academic achievement	Completed	Science Team Science Coordinator
	Develop grade level, bilingual, common assessments at each grade level.	Formative Assessment Data used to drive instruction.	2016-18	PG Team
	Following revision of science curriculum, revise and field test common assessment		June 2019	Science PLC / PG Team
	Create and enhance STEM crates for use in classrooms	Culture of inquiry	2018/19	Sci PG Team
	Common strategies: -Science Fair; Invention Convention; Entrepreneurial Adventure -STEM / STEAM -Cross-curricular activities -Tech integration			

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School Climate & Culture				
To demonstrate continuous improvement with respect to the established PLWEP in order to sustain and enhance a safe, healthy and inclusive learning and working environment for students and staff. To continue to enhance and grow a culture of learning and respect within the school community (e.g. live the Vision and Mission of the school)	Review Mission & Vision of the school in order to promote and develop core beliefs. Identify areas of focus with respect to the PLWEP Promote school culture and Cougar PRIDE	TTFM data, NB Wellness Survey, student feedback, climate w/in school, parent feedback Decrease in behavior / absenteeism Common language within school used by all stakeholders (e.g. speaking the Vision and Mission of the school).	Ongoing Ongoing	Principal (Staff / PSSC) PSSC / CLT Admin / CLT