**QUISPAMSIS ELEMENTARY SCHOOL**

**School Improvement Plan 2013-2016**

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| ***VISION – TOGETHER, WE CAN LEARN! STUDENT LEARNING IS OUR PRIORITY*** |

MISSION STATEMENTS

**Q – Quality education in the 21st century**

**E – Enriched learning and community involvement**

**S – Student success is ensured**

**CORE BELIEFS**

***WE ARE COMITTED TO VALUEING EVERYONE AT QES AND TREATING THEM WITH RESPECT***

***WE ARE COMMITTED TO STUDENT SUCCESS AND THE BELIEF THAT EVERYONE CAN LEARN***

***WE ARE COMMITTED TO A SAFE AND HEALTHY WORKING AND LEARNING ENVIRONMENT***

***WE ARE COMMITTED TO COLLABORATING WITH FAMILIES AND THE COMMUNITY TO STRENGTHEN STUDENT LEARNING***

**ENDS POLICIES**

**ENDS POLICY #1 – LITERACY**

**- CONTINUOUS IMPROVEMENT IN LITERACY SKILLS WILL BE MADE BY THE STUDENTS AT QUISPAMSIS ELEMENTARY SCHOOL**

**ENDS POLICY #2 – NUMERACY**

**- CONTINUOUS IMPROVEMENT IN NUMERACY SKILLS WILL BE MADE BY THE STUDENTS AT QUISPAMSIS ELEMENTARY SCHOOL**

**ENDS POLICY #3 – POSITIVE LEARNING ENVIRONMENT**

**- EVERYONE AT QUISPAMSIS ELEMENTARY SCHOOL WILL WORK TO IMPROVE THE LEARNING ENVIRONMENT CLIMATE**

**ENDS POLICY #1 - LITERACY**

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| **Goals** | **Strategies** | **Success Indicator** | **Timeline** | **Responsibility** |
| To increase students’ achievements in all strands of the Language Arts curriculum.  **Objectives –**  1) 90% of grade two students will meet the appropriate or above ***reading*** measure on the provincial assessments. (2012-78.8%)    2) 90% of grade five students will meet the appropriate or above ***reading*** measure on the provincial assessments. (2012-86.1%) | 1. Ensure all teachers have access to the resources that are needed to teach the Language Arts curriculum 2. Academic pyramid of interventions will be used to track assistance provided to students at risk 3. Writing benchmark data will be collected and placed on the T drive for monitoring student progress 4. Focus on writing instruction will include:  * explicit teaching of the six writing traits. * writing process according to the grade level genre map. * Demand writing pieces will be collected and analyzed by the grade level teams  1. Staff will be encouraged to use the Daily Five instructional approach to teaching literacy skills in reading and writing – Use the CAFÉ resource 2. Guided instructional practice will be used in all classrooms to ensure the appropriate interventions are in place for students who are experiencing difficulty 3. Literacy Teacher will be available to model lessons, consult with teachers and to provide intervention groups for students in grades K-3 4. Literacy support mentor will be available for modeling lessons and to consult with teachers on intervention strategies 5. Buddy reading programs to provide positive mentor opportunities 6. Parent literacy events as organized by PSSC and Community Schools Coordinator   **Others: Inclusion Strategies – Universal Design for Learning – Quick Tips** | \* Benchmark data to track progress  \* Improvement in Provincial Assessments – See objectives  \* Literacy interventions to assist struggling students will provide data to monitor improvement  \* Report card results  \* PLC analysis of writing samples  **Others -** | Sept. 2012-June 2016 | Staff  Literacy  Resource Staff –    Administration  PSSC  Community  Schools Coordinator |

**ENDS POLICY #2 - NUMERACY**

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| **Goals** | **Strategies** | **Success Indicator** | **Timeline** | **Responsibility** |
| To increase students’ achievements in all strands of the math curriculum.  **Objectives –**  1) 90% of grade three students will meet the appropriate or above **numeracy** measure on the provincial assessments. (2012-88.6%)    2) 75% of grade five students will meet the appropriate or above n***umeracy*** measure on the provincial assessments. (2012-71.4%) | 1. Academic pyramid of interventions will be used to track assistance proved to at risk students 2. Provide a home base for the district math mentor to enable staff to consult and discuss math strategies 3. Examine the data to provide appropriate interventions for students who are experiencing difficulty 4. Create flexible groupings to assist students and challenge students to meet individual needs 5. Explore the creation of common school based assessments 6. Utilize the District assessments to access data on number sense and design interventions to address areas where students are struggling 7. Ensure teachers have access to the resources and manipulatives that are needed to support the math curriculum   **Others:**  **Inclusion Strategies: Universal Design for Learning – Quick Tips** | \* Improvement in Provincial Assessments – See objectives  \* Numeracy interventions to assist struggling students will enable students to become more confident in math  \* Report card results  \* Math Mentor access and assistance for teachers and students  **Others -** | Sept. 2012-June 2016 | Staff  Administration  Math Mentor –  District  Learning  Specialist  Support |

**ENDS POLICY #3 – POSITIVE LEARNING ENVIRONMENT**

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| **Goals** | **Strategies** | **Success Indicators** | **Timeline** | **Responsibility** |
| To ensure all students and staff treat each other in a respectful manner where everyone | 1. Behaviour pyramid of interventions will be used to track assistance proved to at risk students 2. Problem solving meetings will be used to provide teachers with opportunities to share best practices 3. Follow the core belief of treating each other with respect and trust 4. Students will follow the hands off, words off and feet off reminders 5. Students who demonstrate positive contributions to the school socially and academically will be recognized with a thumbs up award 6. Monthly social skills themes will be instructed by the Guidance team and school assemblies will be held to acknowledge students 7. Classroom created profiles of students will be used to improve tracking of interventions 8. Staff wellness programs 9. Community partnerships / PE – Programs / Music – Choirs / School Clubs   **Others - Strategies for Inclusion - Universal Design for Learning** | * Student referrals to the indoor room will be decreased * Teachers will have less disruptions to the learning environment * Students will become involved in a variety of clubs and activities to build citizenship skills * Staff members will be involved in a variety of wellness activities | Sept. 2012-June 2016 | Staff  Administration  Students  Community Coordinator |

**Programs in Place**

**Character Building**

* K Kids Club – Nancy Littlewood
* Thumbs Up Awards
* Guidance and SIW Programs – Monthly Theme Assemblies / Social Skills / Super Flex / Rainbows / Anger Management
* Roots of Empathy – Grades 3 and 4

**School Contribution Programs**

* Recycling Program Helpers
* Peer Helpers
* Student Leaders – PE support

**Physical Wellness**

* Intramural Programs
* Fun Fitness Thursday
* Wellness Events
* Lunch Clubs
* Winter Fun Day
* Field Day

**Student Programs**

* Choir and Drama
* Violin Programs
* Running Club
* Chess Club
* Games Club
* Building Clubs – Lego and structures
* Spelling Bee Team

**School Presentations**

* TNB Drama
* String Quartet
* Art Richard – French
* French Cultural Activities