



QUISPAMISIS ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT & POSITIVE LEARNING ENVIRONMENT PLAN

2020 - 2021

Quispamsis Elementary School Improvement Plan 2020-2021

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

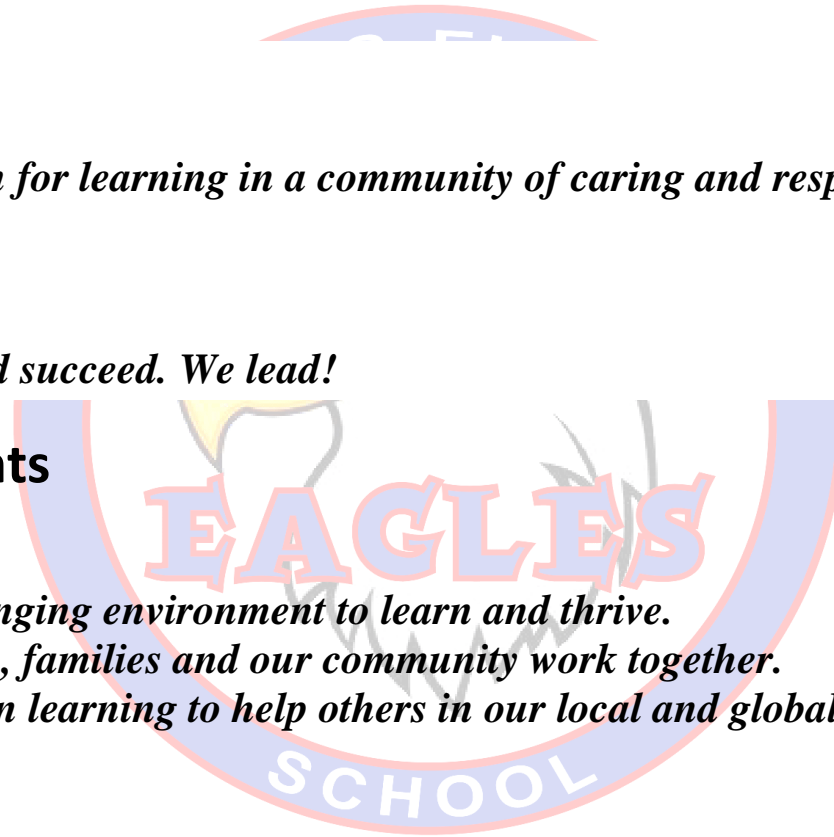
We can all learn.

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 2020-2021

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 – 3, 4, 5, 7, and 9

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

Quispamsis Elementary School Improvement Plan 2020-2021

QES Continuing Practices

Literacy	Numeracy	Positive Inclusive Environments	PLC/Leadership/Capacity	Parent/Community Engagement
Daily 5 Literacy Structure -small group targeted instruction)	Use of Monthly Math Maps and Benchmarks	Pyramid of Intervention	PLC time - Literacy/Numeracy and Trans-curricular Inquiry	School Website, Twitter, Instagram, TEAMS, Class Messages (Bi – Weekly)
Balanced Assessment (Triangulation of Data)	PDU – 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	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	Common Assessments (Formative and Summative)	Community Partnerships
Balanced Approach to Literacy (9+1 components, Workshop)	Balanced Assessment (Triangulation of Data)	Zones of Regulation	PBIS Leadership Team	Community School Coordinator (grants, partnerships, programs, etc.)
Core Resources (Trehearne, 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 (Student Data Binders, Teacher Pensive)	Data Collection Systems (Student Data Binders, Teacher Pensive)	Peer Helpers	PLC - Literacy/Numeracy Curricular SMARTgoal Process.	Big Brothers/Sisters In school Mentoring
Literacy Benchmarking (Nov, Mar, May)	Teaching Process Map – Plan, Do, Check, Act Process	Guidance Programs (Volcano's, Rainbows, Bee Buddies, Friendship Power)	PL Snippets – Staff Meeting, Staff Memo	Eagles 5K, Spring Fling, Holiday Breakfast

Quispamsis Elementary School Improvement Plan 2020-2021

ENDS POLICY #1

ENDS POLICY #1 – Curriculum and Instruction

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SMART Goal:

By June 2021, K – 5 Students will demonstrate an improvement in “Critical Thinking and Problem Solving” skills from the Fall Benchmark Formative Assessment (ASD-S Exploratory Time Global Competency Formative Assessment) to the Spring Benchmark Formative Assessment (ASD-S Exploratory Time Global Competency Formative Assessment).

<u>Goal Area 1:</u>	<u>Strategies/Actions</u>	<u>Indicators of Success/Progress Monitoring</u>	<u>Timeline</u>	<u>Responsibility</u>
To improve students critical thinking and problem-solving skills across curricular areas.	K – 2 Teachers will become familiar with EECD’s Guidelines for Exploration Time. Teachers through Exploration Time will design indoor/outdoor environments and experiences to promote student exploration through the purposeful development of physical space, material resources, time, interactions and relationships. K – 2 Teachers will promote and model the use of	Updates on work being planned/reported are reflected in PLC weekly minutes. Evidence of Inquiry Work – eg. displayed in class, shared with others,	2020 – 2021	Admin/Classroom Teachers/PLCs

Quispamsis Elementary School Improvement Plan 2020-2021

<p>Focus Area: New Brunswick School Improvement Indicator 24 (24.1, 24.3, 24.6, 24.7)</p> <p>10 Year Education Plan Link: Objective(s): 3, 4, 5, 7, 9</p>	<p>questioning through authentic conversations, open ended questions, model problem solving, making thinking visible, and displaying their learning journey (eg. whole class, small group or individual).</p> <p>K – 2 will enhance exploration experiences using previous developed Units of Inquiry for their grade level as a resource</p> <p>K – 5 teachers will provide opportunities for students in engage in authentic speaking and listening experiences that target the strategies and behaviours outlined in the Speaking and Listening Standards at grades K – 2 and target curricular outcomes at grades 3 - 5. (eg. during soft start, exploratory, small group, whole class discussions, modeling). Please see suggested connections in ASD-S Global Competencies: Interwoven from the Start (Critical Thinking / Problem Solving Section).</p> <p>Grade 3 – 5 Teachers will become familiar with EECD’s Grade 3 – 5 Cross Curricular Block Guide. Teachers will utilize EECD’s Cross Curricular - Inquiry Framework Yearly Themes for their grade level to support their students in prioritized subject area learning through the inquiry process (explore a critical inquiry question/overarching learning challenge and the three sub essential questions, develop a proposal and plan, develop ideas and do research, collect learning evidence, create an artifact of learning, communicate learning to wider audiences) for each of the three blocks (Term 1, Term 2, Term 3).</p> <p>K – 5 Teachers will register for a TC2 account to gain access to the provided resources to support them in planning additional learning experiences that foster ongoing development of critical</p>	<p>Grade 3 – 5 students’ growth from Term 1 – Term 3 on the Cross Curricular Learning Blocks Strands on the Report Cards.</p> <p>Evidence of inquiry work displayed in classrooms.</p> <p>Teacher use of formative assessment checklists for Speaking and Listening.</p> <p>The use of “in practice” suggestions from Interwoven from the Start are observed in class.</p> <p>Teachers have completed all the steps in the Yearly Themes for their grade level.</p> <p>Evidence of final products created by students in grade 3 – 5 (individual or small group)</p> <p>Evidence of use of TC2 resources are reflected in PLC minutes and observed during walk throughs/formal Observation.</p>		
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Quispamsis Elementary School Improvement Plan 2020-2021

	<p>thinking and problem-solving skills across all subject areas (literacy, numeracy, and cross curricular). These units, lessons, and source materials are found under the “resources” tab on tc2.ca</p> <p>K – 5 Teachers will be provided time during designated PL days to access professional learning resources available on the tc2.ca site and EECD’s SharePoint site which includes webinars, books, articles, and videos under the “Professional Learning’ and “Resources” tabs. In additional, teachers will be provided time in their PLC’s on these days for collaborative discussions and planning of this work.</p> <p>Teacher will develop their skills in the use of a variety of questioning techniques to deepen student thinking. (eg. high order questioning, Bloom’s Taxonomy, use of probing questions). These skills will be generalized and embedded in daily instruction to all subject areas (eg. Literacy, Numeracy, Cross Curricular).</p> <p>K – 5 Teachers will develop critical thinking in mathematics by implementing strategies from the TC2 (The Critical Thinking Consortium).</p>	<p>Staff has been provided time to explore resources during designated PL Day.</p> <p>Staff will be exposed to relevant resources during staff meeting snippet, PLC minutes, and in the staff memo.</p> <p>Staff will be exposed to learning and resources during staff meeting snippets, PLC meetings and in staff memo and these approaches observed in classes.</p> <p>PLC minutes to reflect discussion on use of this resource.</p>		
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Quispamsis Elementary School Improvement Plan 2020-2021

SMART goal: By June, 100% of K – 5 teachers will attain the “Basic” level on the ASD-S Self-Assessment in the use of Microsoft Teams as their primary online learning management system to provide online learning and a communication link between home and school. (COVID-19 goal)

<u>Goal Area 2:</u>	<u>Strategies/Actions</u>	<u>Indicators of Success/Progress Monitoring</u>	<u>Timeline</u>	<u>Responsibility</u>
<p>Goal: To improve teacher skills in the use of Microsoft Teams to provide ongoing learning opportunities for students and communication link between home and school .</p> <p>Focus Area: New Brunswick School Improvement</p> <p>Indicator(s): 19 and 25</p> <p>10 Year Education Plan Link: Objective: 3, 4, 5</p>	<p>Teachers will access support through the Technology Teams Site and Teacher Support Sharepoint Page.</p> <p>Teachers will place a request for support from ASD-S Technology Coaches as needed for ongoing support.</p> <p>Teachers will provide scaffolded opportunities to expose students to Teams at school.</p> <p>Teachers will provide families with information “tips for families” to support their ability to access this site from home for learning and communication updates.</p> <p>Teachers will work through the ASD-S and QES Self-Assessment/I Can documents to support them in identifying the required skills for success in a “Teams” learning environment.</p>	<p>Teacher will be aware or and able to access resources on the sharepoint site and join the ASD-S technology Team. Teachers have requested support from ASD-S Coaches.</p> <p>Teachers have provided a varetiy of learning opportunities for students to access Teams and completed tasks at school.</p> <p>Teachers have provided support information to families about how to access and interact on Teams.</p> <p>Teachers have completed the self assessment and are working through the skills.</p>	<p>2020 - 21</p>	<p>K – 5 Teachers, Admin</p>

Quispamsis Elementary School Improvement Plan 2020-2021

<u>Key Actions</u>	<u>Strategies</u>	<u>Indicator(s) of Success</u>	<u>Timeline</u>	<u>Responsibility</u>
1. Educational Assistant Professional Learning Plan	1. ESS will survey EA's for professional learning needs and requests in fall. Following this, a PL plan for the year will be developed for school-based PL days.	Fall survey conducted and plan created which reflects feedback received.	2020-21	Admin/ESS Team
2. Team PL goals – monitoring/sharing plan	2. PLC teams will provide an overview and update on their Teams' Professional Learning Goal three times per year (Nov, Feb and May)	PLC's engaged in sharing session at staff meeting and updates reflected on portal tracking documents for Team Goals.	2020-21	PLC Teams
3. TTFM Feelings of Safety	3. A focus group of grades 4 or 5 students will be created to discuss this data from our TTFM survey to assist staff in understanding and responding to this area of concern.	Focus group conducted, feedback review by Core Leadership with action plan developed.	2020-21	Guidance/Admin
4. Increased Community Involvement (UNESCO goals)	4. Each Team/Class will identify a minimum of one goal area from the UNESCO Sustainable Goal and create an action plan to impact positive change/support improvements in that area in their local or global community.	Teams/Classes completed one community based project.	2020-21	Classroom Teachers

Quispamsis Elementary School Improvement Plan 2020-2021

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
PBIS Practices (teacher perception data reflects improvement in school expectations/routines)	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 - 2021	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 -2021	Guidance, SIW

Quispamsis Elementary School Improvement Plan 2020-2021

Pyramid of Interventions	Update QES Pyramid of Intervention Document	Update Pyramid is created, distributed to staff and evidence of use on ESS referrals.	2019 -2022	ESS, Teachers
School Connectedness	All classrooms will designate time for a community circle as a strategy for proactive/positive discussion as well as reactive/restorative discussions. All classroom teachers will meet/greet their students at their classroom door.	Administrative Observations, Conversation, improved TTFM data Administrative Observations, Conversations, improved TTFM data	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	To seek feedback from students on school engagement and enjoyment through the use of student focus groups. Reflect and respond to TTFM student data and K – 5 Student Wellness Survey Data.	Student focus groups held and actions implemented based on their feedback. Staff has reflected on results and consider relevant action items based on data.	2020 – 2022 2019 – 2022	Administration

Quispamsis Elementary School Improvement Plan 2020-2021

<p>Socio-Emotional Learning</p>	<p>Guidance to support classroom teachers with the implementation of social/emotional programming with students (eg. Zones of Regulation, Mind Up,WITS).</p> <p>Create a yearly teaching map for the Zones of Regulation program</p>	<p>Improvements in class climate reported by teachers. Improved TTFM data</p> <p>Improvements in class climate, improved TTFM data,</p>	<p>2020 -2022</p> <p>2020 -2022</p>	<p>Guidance, K – 5 Teachers</p> <p>Guidance, K – 5 Teachers</p>
<p>Bullying</p>	<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>	<p>Guidance, Admin, K – 5 Staff</p>

