

Quispamsis Elementary School
School Improvement Plan 2014 - 2019

Mission Statement

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

Vision Statement

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

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Ends Policy 1 – Literacy/Math/Science/Social Studies

SMART Goals	Strategies	Success Indicators	Timeline	Responsibilities
<p>To use varying and on going formative assessment methods to gather data in order to support the development of short and long-term concept-based planning goals for each student in Literacy, Numeracy, Science and Social Studies.</p>	<p>a. Teachers will plan Units of Inquiry through the lens of concept-based learning. b. Teachers will have, know and use the Curriculum Documents when planning for concept-based instruction and creating learning goals for students; c. Teachers will know, use and apply the Reading and Writing and Math Achievement Standards when measuring student learning and determining learning goals and next steps for instruction; d. Teachers will develop and administer a variety of formative assessments to determine student’s achievement levels; e. Teachers will track formative assessment results (pre-assessment, ongoing and/or post-assessment) that are timely and ongoing; f. Teachers will use triangulation of assessment to collect data g. Teachers will develop and utilize a pensieve for collecting and reporting student achievement data that supports the creation of learning goals for each student; h. Professional Learning Communities meet weekly to create and review and update the UOI as it relates to assessments/ indicators for success, review and analyze assessment data and create concept-based learning goals; i. Classroom set-up and instructional planning (whole group, small group, one-on-one) will be determined based on students achievement data – differentiation; j. Teachers will create learning goals that are specific and strategic, and which support the development of skills and strategies required to master the concept-based learning outcomes of each student; k. Student Profiles and Pyramids of Intervention are used to track student learning and support; they must be</p>	<ul style="list-style-type: none"> • Planning and PLC template will follow Concept based learning (UOI) and concept-based inquiry will be embedded in all aspect of learning in the classroom • Curriculum documents, Achievement Standards Document and learning resources are cited and used during PLC meetings, instructional planning and delivery and during assessment; • Student data is accessible and utilized when teachers are making instructional decisions; • Administrator will meet with all teachers under review to discuss tracking and use of data when making instructional decisions; • Teachers will have a growing body of achievement data for each student recorded in Pensieve, which will be passed to next year’s teacher in student profile; • Units of Inquiry will be reviewed during • PLC meeting and updates to documents will be kept in binders in Resource/ PLC Meeting Room; • Completed Academic Pyramids presented at ESST, referrals reviewed; and interventions developed with teacher • ESS Teachers use student data to determine support for teacher and/or student. 	<p>September, 2014 June, 2019</p>	<p>Administration Classroom Teacher EST- Resource, Literacy and Math, Guidance</p>

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	submitted when an ESS Referral is made; and l. Teachers will demonstrate need for Educational Support Teacher using student achievement data; support will be based on individual students' learning goals.			
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Ends Policy 2: The SMART Goal for Quispamsis Elementary School's *Positive Learning and Working Environment Plan* (PLEP) is to provide positive and safe learning and working environments for children, youth, and staff.

SMART Goals	Strategies/Actions	Indicators of Success	Timeline	Responsibility
2.1 By June 2017, QES will ensure that all teachers and students are involved in creating a 7 Habits Classroom Community.	a. All Staff are trained in creating a 7 Habits Community; b. Purchase The Leader in Me website, use to train staff; c. Bully SMART activities & announcements; d. Teachers will integrate lessons from the Leader In Me website into all curriculum areas; e. 7 Habits Assembly team activities & announcements f. 7 Habits Community Building activities binder had been posted to the Shared Drive g. Inform speakers/guest of 7 Habits initiative; h. 7 Habits focus in Music classes and choir, including partnership with Park Street School; i. ESST and PLC meetings include 7 Habits/Leadership language; and j. EA Professional Learning will focus on 7 Habits/Leadership Initiative	<ul style="list-style-type: none"> • Most staff have in-service on the “Leader in Me”; • Develop 1-2 optional questions on the “Tell Them From Me” student survey related to a positive/inclusive environment. • Utilize the Leader in Me website; • Monitor usage of The Leader in Me Website; • Teachers will complete the “Teacher Satisfaction” Survey; • Staff and students are authentically using 7 Habits language in everyday life; • Alignment of 7 Habits lessons into curriculum areas, i.e., Health and Personal Development; • Bully SMART activities are included at every assembly & deliver student announcements; • Each week, students are nominated by their teacher for demonstrating leadership in the 7 Habits; • 7 Habits Assembly team and Tech Team Leaders are included in every assembly & deliver student announcements; • 7 Habits Community Building activities are 	September 2015 ongoing	Administration Resource Guidance Core Leadership Teachers Educational Assistants Students

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		<p>used on a monthly basis. Teachers include data in PLC minutes;</p> <ul style="list-style-type: none"> • Guest speakers integrate the 7 Habits/ Leadership language into their presentation; • Core Leadership Team discusses ways 7 Habits initiative is monitored and developed; • Choir and music classes demonstrate 7 Habits musically; and • EA monthly meeting agenda's will have time designated to 7 Habits video's and website 		
<p>2.2 By June 2017, QES will ensure that teachers and students are involved in creating a positive school environment that promotes student leadership.</p>	<p>a. Students are given the opportunity to lead in many capacities;</p> <p>b. high academic & behavioral expectations are held for each student; students and parents/guardians know these expectations;</p> <p>c. Staff and students work toward the realization of the school vision, mission and goals;</p> <p>d. The school mission & vision are posted for all to see.</p> <p>e. The mission and vision are spoken about in the classroom, assemblies, and announcements. Examples of key words within mission and vision are highlighted, defined and spoken in announcements.</p> <p>f. SIP goals are communicated to students through goal setting and expectations.</p> <p>g. The Core Leadership team will analyze the "Tell Them From Me" student survey to assess students sense of increased teamwork, initiative, responsibility, creativity, self-direction, problem-solving, communication, and diversity awareness.</p>	<ul style="list-style-type: none"> • Student Leadership jobs are posted and filled every 6 weeks; • Students are knowledgeable about their individual academic goals and grade level expectations; • Increased student self-confidence, teamwork, initiative, responsibility, creativity, self-direction problem-solving, communication, and diversity awareness; • Improved school culture; • Decreases in disciplinary issues; • Increased teacher pride and engagement; • Greater parent satisfaction and involvement; • Students are knowledgeable about school and classroom behavior expectations; • .All staff and students are able to discuss what it means to be a "Leader In Me" school. (what it looks, sounds, feels like) • Teachers perception surveys will be analyzed for sense of teacher pride and engagement year over year. • Most parents will attend school initiatives, celebrations and special information evenings. 	<p>September, 2014 - ongoing</p>	<p>Administration Resource Guidance Core Leadership Teachers Educational Assistants Students</p>

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<p>2.3 By June 2017, QES will ensure that teachers are using the Pyramid of Intervention, and focusing on exhausting Tier 1 strategies.</p>	<p>a. All classroom teachers have copies of individual student profile/pyramid of intervention; b. Teachers will be aware of, and utilize, the PBIS binder and website; c. ESST will provide support to teachers in the utilization of the PBIS supporting documents; d. Teachers will assist in the development and implementation of IBSP's; and e. A folder will be developed and placed on the Share Drive containing documents and/or bookmarks for website containing suggestions for intervention strategies.</p>	<ul style="list-style-type: none"> • QES will have a well-developed and implemented pyramid of interventions; • Classroom teachers monitor and update student profile sheets throughout the school year; • Tier one data tracking; • IBSP's will reflect PBIS interventions; and • IBSP's are reviewed periodically to review the success of the plan; 	<p>January 2015 – ongoing</p>	<p>Administration Resource Guidance Teachers Educational Assistants</p>
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Ends Policy 3: To strengthen engagement of families and foster community partnerships.

SMART Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>3.1 Provide a variety of communication strategies and social media to strengthen connections with families and community.</p>	<p>a. New communication policy be developed to respond to parent survey b. Update and maintain QES website, making it easy to use as a tool for communicating; c. Continue to monitor success of communication policy with PSSC; d. Link QES Home and School website to the monthly newsletter</p>	<ul style="list-style-type: none"> • Parents will receive Monday Memo from their child's teacher every Monday via email and/or voicemail; • Parents will receive email/voicemail every Thursday (or as needed) from school administration regarding school-wide subjects; <p>School and teachers continue to communicate with parents through a variety of means – telephone call, notes in agenda, meetings, email, school website, text message, twitter and Synervoice;</p> <ul style="list-style-type: none"> • Work with District Technology Mentors to ensure layout and format is current and information is up to date; • School will hold and parents will attend parent information Night in August/September; and • Use of QES Facebook page. • Home and School will complete their website and provide link to add to QES website; 	<p>2015-2017</p>	<p>Administration Teachers Administration Assistant Parents/Families District Technology Mentor PSSC Members Communications Committee Home and School Members Communications Committee</p>
<p>3.2 Foster community partnerships</p>	<p>a. Strengthen and maintain connections with community</p>	<ul style="list-style-type: none"> • Maintain contact with agencies and partners in the community; • Utilize community resources to enhance the social wellbeing of 	<p>2015-2017</p>	<p>Community Schools Coordinator EST-Guidance</p>

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	partners.	students and enhance the curriculum		
	b. Continue to foster engagement with organizations to enhance existing programs.	<ul style="list-style-type: none"> • Existing programs/relationships will remain strong. Groups such as DARE, Parkland in the Valley, Kingsway Care Center, KV Fire Department, Port Corporation, Junior Achievement, K Kids, KV Lions Club, Crane Mountain, Big Brothers-Big Sisters, Rothesay Netherwood School, Town of Quispamsis, Roots of Empathy, Career Week, Marigolds Project, KV Library, Kids Zone, King's Valley Wesleyan Church, Evening groups renting gym: KV Basketball, Fundy Soccer, Woodland Archers, Kids Sing, etc. • Volunteer Policy & Procedures – on QES website 	2015-2017	Community Schools Coordinator Teachers Administration
3.3 Provide opportunities for students in real-world citizenship building activities and work toward creating a global community.	<p>a. Create authentic leadership opportunities within the school, the learning environment and the community as an extension of the 7 Habits/Leader in Me Framework;</p> <p>b. Participate in school fundraising to support various organizations.</p>	<ul style="list-style-type: none"> • Grade 4 and 5 students sign up and perform a variety of leadership roles; • Grade 3 – 5 teachers will engage students in inquiry based learning, students to lead instruction through inquiry; • Teachers will integrate lessons from “theleaderinme.org” website into You and Your World, Health and Personal Development curriculum; • Talley money raised from various organizations; and share news of earnings with community through newsletters, voicemail/emails; • Partner with media 	2015-2017	Community School Coordinator Core Leadership EST-Guidance Teachers Administration

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Ends Policy 4: To provide opportunities for staff to learn about mental health issues in children and youth and to promote school initiatives that promote mental fitness.

SMART Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>4.1 Provide opportunities For staff to learn about mental health issues relating to self and students.</p>	<p>a. Deliver Mental Health First Aid Training to selected staff; b. Provide orientation to all grade 5 students during middle school transition activities. c. Develop half day professional learning focusing on mental health for children and adults. d. Make resources relating to mental health available to parents.</p>	<ul style="list-style-type: none"> • Training sessions are attended and staff are better prepared to support students with mental health challenges; • Contact District Office Staff to support us in the training; • A school based Mental Health First Aid Team is established; • Communication to all Grade 5 Staff and EST- Guidance; • EST-Guidance will be LINK contact at QES • Staff will participate in team building activities and wellness throughout the year; • Mental Health First Aid Team will develop and deliver professional learning on anxiety and stress in children; • Lending library is available through Guidance Counsellor; and • Information sessions offered by District and community partners are shared with parents through voicemail and bulletin board. 	<p>2015-2017</p>	<p>EST-Guidance Administrator Wellness Committee</p>

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<p>4.2 Promote and facilitate mental fitness activities and program for the school community.</p>	<p>a. Provide families with information on mental fitness, as well as programs offered to children by Guidance and School Intervention Worker; and b. Implement the “Fun Friends” program in kindergarten classrooms.</p>	<ul style="list-style-type: none"> • Rainbows, Volcanos, Remote Control, Go Girls, Noodle Club - will be offered to identified students throughout the school year; • Teachers will refer identified students to ESST for programs; • Training for teachers has been completed and updated; • Students will demonstrate knowledge and understanding of concepts in program. 	<p>2015-2017</p>	<p>Administration EST –Resource EST – Guidance Kindergarten Teachers</p>
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