

School Improvement Plan 2009-2012

School: Quispamsis Elementary School

Plan Implementation: September 2009 – June 2012

Vision – Our school is committed to focusing on learning for students and adults in a caring and supportive environment					
To create a school where "it is the place to be" within our community.					
Goals	SMART Goal	Strategies	Monitoring	Timelines	Comments/Details
To demonstrate continuous improvement in literacy skills <ul style="list-style-type: none"> - Focus on writing - Focus on literacy in Science - Implement French language learning programs 	To have 70% of grade four students writing at appropriate or better on the provincial assessments by June 2012. To have 85% of the grade two students writing at appropriate or better on the provincial assessments by June 2012.	-Ensure the “Look Fors” document is used to assist teachers in providing a balanced literacy program for all classes - Use the Write traits kits format for developing and improving writing skills - Provide daily writing opportunities for all classes to stop and write. (Like SSR, but with timing flexibility Quick Write / Journals / Narrative Story / Silent Writing time - Follow the District Genre Map - Develop opportunities to model the writing process in all classrooms - PLCs by grade level can create common assessment rubrics / Smart Goals / <u>Identify essential learning targets</u> - Plan ability level writing groups for students to work on specific writing traits - Establish writing checklists for students - Implement writing standards for all grade levels, attend PD sessions - Create an author program to recognize and publish student writing at grade levels and find opportunities to share on a school wide scale. - Invite authors to come and share the writing process and encourage students to embrace the challenges of revising their writing. Authors can inspire the students on the impact that writing can make on an audience	<ul style="list-style-type: none"> • Report Card Assessments • Writing samples / portfolio collections • • Science assessment tools • 	June 2009- June 2012 - Ongoing	- Is there an opportunity to have buddy writing on alternate weeks from buddy reading? - - Use of volunteers to assist with the writing programs - Science skills and curriculum implementation – Science materials to order to support curriculum content Order more non-fiction books for the library and for classes

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		<ul style="list-style-type: none">- Identify superstar writers to be published each term. Have grade level binders in the library for students to read published compositions- Focus on key areas for improvement in writing as outlined in the genre map- Debbie Freeze and Nadine Gionet, to model lessons for grade 4 and 5- Literacy Teachers, Anna Tilley and Nadine Gionet can model lessons on writing genres for students and they can Anna Tilley can create writing groups to support struggling students- Word walls in all classes- Spelling dictionaries / Class dictionaries to be passed on each year with the students- Organize noon French clubs for primary students. (Grade two teachers)- Mad Science programs offered for students in all grade levels – approx. 60 participants 2009			
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<p>To demonstrate continuous improvement with literacy skills - Focus on reading goals</p> <p><u>Male Reader Resource People</u> Suggestions – Community School Coordinator Marty Klinkenberg (TJ) Kevin Kane (Cdn. \$ store) Tim Dewar (DQ) Jason Saunders (Optician) Bankers Doctors Dentists Policemen Firefighters Seniors Sports Teams Others...</p>	<p>To have 80% of grade four students reading at appropriate or better on the provincial assessments by June 2009.</p> <p>To have 90% of the grade two students reading at appropriate or better on the provincial assessments by June 2009.</p>	<ul style="list-style-type: none"> - To ensure students are provided with literacy instruction and reading material appropriate to their ability level - Differentiate Instruction and expectations for performance – Provide in-service and have differentiation strategies as a school wide Professional Development focus for the school year – Spend time at staff meetings to work on differentiation of instruction strategies - Ensure the Look Fors document is used to assist teachers in providing a balanced literacy program for all classes - Gather a variety of texts, including informational texts, such as the National Geographic program that offers the same material at two levels – Pathfinder and Pioneer Students are taught comprehension strategies. – Visualization, connecting, inferring, questioning and clarifying PLC – Work to organize opportunities for reading groups at the grade levels - Literacy Teachers, Anna Tilley and Ginette Gionet to provide intervention support for struggling readers and to assist teachers by providing strategies for these students - Work with the Community Schools program to recruit male readers to model how they use literacy skills in their careers - Provide after school tutoring for students as identified by their teachers with partners from KVHS / Leadership program - Continue the buddy reading program and / or with community mentors, such as seniors from the Wesleyan Church housing area - Write a play to develop a script for a story -Word Choice – Synonyms and Antonyms 	<ul style="list-style-type: none"> - Report Card - Assessments Reading records and reading levels - Measure progress on the provincial assessment for grade 2 and 4 	<p>June 2009- June 2012 - Ongoing</p>	<p>Can we look at grouping the students at reading levels? Assessment – reading records – literacy teacher Reading partners Contact Mary Campbell to make sure all teachers have the Look Fors documents. Are there ones for the French Immersion teachers?</p> <p>How can we include the R&M teachers, administrators, and specialists, in getting all children to be successful readers?</p> <p>----- * Specialists -- <u>Music</u> – Lyrics on overheads for some songs <u>PE</u> – Letter and word games with the tennis balls</p> <p>More reading material is needed for French Immersion students,</p>

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		<ul style="list-style-type: none">- Questions – before and after reading, oral and written / Retelling what was read- Develop projects on topics of interest * - Enrichment activities – school wide and then select students who wish to research and present projects- Organize a noon hour reading club for students to come and read instead of going outside during the colder weather months- Establish literacy center events for K+5 / 1+4 / 2+3			especially at the higher reading levels
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<p>To demonstrate continuous improvement in numeracy skills for all students</p> <ul style="list-style-type: none"> - Focus finding ways to integrate numeracy and science concepts - Determine essential learning skills for math at the different grade levels – PLC discussion item 	<p>To have 65% of the grade five students achieving at appropriate or better on the provincial assessments by June 2009.</p>	<ul style="list-style-type: none"> • Classroom teachers and R&M teachers will be trained in First Steps as a professional development program to analyze and address learning concerns in math • PLCs will focus on mental math, numeration and operations as key areas for student achievement – Develop essential learning • Grades K-1-2-4-5 Curriculum compacting to emphasize understanding key concepts • Ensure math “look fors” are used to promote a balanced approach for instruction • Numeracy lead to work with students who struggle with math concepts • Provide opportunities for students to practice multiple choice questions and to work on short answer questions that are similar to the models used on the provincial assessments – • Develop tutoring programs for students who require assistance to improve their numeracy skills • Create common assessments for the grade levels to have consistency when evaluating math skills • Schedule a math morning for grades 3-4-5 students to provide activities that are fun • Establish a math enrichment program to give students in grades 3-4-5 an opportunity to expand their math skills (expand to K-2) • Sharing time between teachers - PLC • Implement the Problem of the Week • Promote ongoing educational math activities • Math word walls • Math Center Events – K/1 + 2/3 + 4/5 - Weekly • Divide math manipulatives, ex. base ten materials, store in each classroom – Sylvie Arsenault (4-5) – Store some math manipulatives in the art room • Provide math information café on a specific topic for parents 	<ul style="list-style-type: none"> • First Steps facilitators – Sessions – Oct. / Nov. / Jan. • PLC groups to discuss and use First Steps procedures for analysis of math skills • District math workshops for K-1-4 teachers • Web site – End of year math tests • Tutoring in school and after school • PLC – common assessment – Smart Goals • Math Morning – • Enrichment – Feb. – March • District math assessments – grades 3 and 5 in the fall and grade 2 in the spring • Quest resource for problem of the week 	<p>Sept. 09– June 2010</p>	<p>Make application to receive funding for enrichment</p> <p>Schedule Linda McCarten for supporting students and modeling lessons for teachers</p> <p>Kathy Wallace to provide assistance to teachers – after school focus hours.</p> <p>Feedback – Are teachers interested in being able to visit another class to observe math instruction, Julie or Janet can teach your class.</p> <p>When possible, we can also come and assist if you are having students who need additional support.</p> <ul style="list-style-type: none"> • Add more SMART Boards for math demonstrations

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<p>To improve school climate and maintain a positive learning environment</p>	<p>To have 90% of the students able to follow the behaviour guidelines for the school by June 2009</p>	<ul style="list-style-type: none"> • Establish and consistently practice the Ron Morrish training programs for all students. • Ron Morrish reminders on announcements, morning messages written by students to celebrate writing skills • <u>All staff members</u> will work collaboratively to correct behaviour and provide training times for students who are in need of reminders • Provide an indoor supervised location for students who need to work on a plan for improving their behaviour – School Intervention Worker to help training students who have ongoing difficulty with following the behaviour guidelines • Create a homework club/ schoolwork support area for students – Work completion • Create individual behaviour plans for those students who have identified needs (ISBP) • Establish a positive recognition program – Thumbs Up awards for students who demonstrate positive choices. • Celebrate what’s right in the world with programs and activities for everyone in the school • Student leadership team from grade five – Deliver positive messages and promote school spirit to the younger children • Daily affirmations written by the grade five class and read to the students in grades K-3 • “Can do” – Terry Kelly presentation on always trying to get better and not giving up • Work with parents and the children to ensure the child’s basic needs are met. – Breakfast, lunch and milk programs are available. Parent partners to assist in providing warm winter clothing. • Community Café program developed by the 	<ul style="list-style-type: none"> - Training handouts provided to all staff at the beginning of the year - All staff members will be vigilant in modeling appropriate behaviours - Attend training sessions for developing IBSPs - Schedule character themes and assemblies for the students - Attendance at programs - Clothing and school supplies are recruited and provided as needed -PSSC event schedule 		<p>Find more opportunities for all students to get involved in alternate activities instead of going out on the playground.</p> <p>- Gym open at recess and noon for intramurals</p>

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		<p>PSSC to ensure parents receive information on various topics</p> <ul style="list-style-type: none"> • Teach positive interactions among students and with adults. Ex. morning greetings, eye contact etc. • Implement more noon time clubs – Develop outdoor clubs – obstacle courses / relay races / • Indoor activities – Art Club / Board game club for colder months / Chess clubs / Cribbage clubs / Cheerleading club / Book clubs / Choirs / Create a year long calendar for planning extra-curricular activities • Intramural schedule – have grade 3 classes at recess and the grade four and five classes at noon – Consistent schedule • Maintain high behaviour expectations – Duty consistency – Dialogue between the duty teachers and the teacher assistants who are on the playground / Discussion with the TAs on how long students would be placed in time out / standing beside the wall 			
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<p>To improve technology skills for students and staff</p>	<p>To ensure that 100% of QES staff and students have access to technology in the classrooms and the required skills to effectively use technology</p>	<ul style="list-style-type: none"> • To have a bank of 15 laptops available for teachers to sign out for classes. • To conduct a fundraising campaign to raise money for the laptops / Explore future opportunities for community partnerships to support purchasing technology equipment for the school • To install additional hubs to improve wireless accessibility • To purchase additional SMART Boards for classrooms • To use the school web site to enhance communication for families • To encourage teachers to set up web sites for parents to access to support student learning / Wiki sites / blogs • To equip all classes with an LCD projector • To have an equitable distribution of desktop computers in all the classrooms • To work with the facilities department to ensure the modular classrooms are technology ready for our students. 	<p>Classroom computer inventory to ensure everyone has a computer and wireless access to the internet</p> <p>Continue to place SMART boards in the classrooms working from the grade five classes down to the younger grades</p> <p>Start PD sessions for staff to become more familiar with class web sites</p>	<p>Nov. 2009- June 2012</p>	<p>Shonna Martin will be able to meet with businesses to demonstrate SMART boards to support any fundraising / donations for our school.</p> <p>Shonna will provide school based assistance for technology.</p> <p>Monthly CDs of information from the computer mentor will be available from Shonna</p> <p>Sarah Morrison will assist staff in learning the steps needed to set up a Wiki space for parent communication</p> <p>Neil Martell will be available for technology support for staff</p>

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<p>To enhance community partnerships and develop strong family engagement.</p>	<p>To increase parental involvement by 15% as measured by the number of participants at community cafes during the school year.</p>	<ul style="list-style-type: none"> • The PSSC will work on a strategic plan to determine the best approach to get less enthusiastic parents more involved in the school activities. • The Principal's PLC will work with the community of schools to share best practices on enhancing community connections • Talk Mail, Email, and the web site will be used to communicate special events to families. • Parent resources will be available for families to sign out from the school to support families. • The Community School Coordinator, Nancy Littlewood will develop and present to the PSSC and staff the Action Plan for our school. • Invite outside agencies in to share their educational programs Junior Achievement, UNBSJ, Fundy Park • Create a data bank of people, parents, extended family members, and other adults who can be supportive and share their talents with the school. • Plan after school activity times for families to enjoy games, knitting, scrapbooking, woodworking, photography 		<p>Sept. 2009 – June 2010</p>	<p>Besides meet the teacher evening, plan an open house during the day – Bring your parent to school</p> <p>Math night</p> <p>Family literacy night</p> <p>Food availability to encourage participation</p>

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