



École Quarterway

Principal: Arlette Begoum-Kake

Vice-Principal: Sean Walsh

Secretaries: Theora Brandner and Laura Dalton

Telephone: (250) 754-6845 Fax: (250) 754-6871

Website: www.quarterway.ca

20-21 Ecole Quarterway School Plan

WHAT ARE THE STRENGTHS AND STRETCHES WE SEE IN OUR LEARNERS?

- They are kind, Respectful, Respectable, Eager to learn, Proud to learn French

WHAT EVIDENCE DO WE HAVE OF THESE STRENGTHS AND STRETCHES?

- During recess i can heard the interaction among student
- When visiting classroom during my walk through
- Staff and Student Surveys
- Report card data

WHAT AREAS WILL WE FOCUS ON TO IMPROVE OR ENHANCE SUCCESS FOR OUR LEARNERS BASED ON WHAT WE KNOW ABOUT THEM?

- We will effectively use the collaborative inquiry process to expand all learners' core competencies in French immersion.
- We will work collaboratively to build a strong, collaborative French Immersion learning community where all learners are actively engaged in expanding their core competencies.

WHAT ARE OUR SPECIFIC GOALS?

- Enhance our student reading at level both in English and French
- Enhance our student's math skills strategies for their grade level
- Social and Emotion strategies taught in class
- The use of inquiring process during PLC time to analyse teaching and learning and success

WHAT WILL TEACHERS LEARN MORE ABOUT TO SUPPORT OUR GOALS?

- They will learn to know who their learner are (How do they learn? what is their motivation? etc.)
- They will learn to engaged them in their learning. Interventions during guided reading to target learning for students in the area of reading comprehension and or the writing process
- They will learn more on differentiated strategies and best practices to support student in French Immersion.

- Teachers will focus explicitly and model to students how to respond to a range of literal, inferential, and critical questions on an ongoing basis with a variety of texts

WHAT ACTIONS/STRATEGIES WILL WE TAKE/USE (TEACHERS, PARENTS, STUDENTS, AND OTHER STAKEHOLDERS) TO SUPPORT OUR GOALS?

- Teacher will be use inquiring process during PLC time to analyse teaching and learning
- Focusing on best practices for teachers during PLC meeting by analyzing sample of students work to help them plan for the next step.
- Teachers will co-plan co-teaches and co-assess a case studies of their choice
- Teachers increase and foster a range of genres through independent and class modeled readings
- Reading buddies and progress monitor growth.
- Provide PD to support teachers needs.
- Collaborate with French immersion coordinator to provide support on French immersion resource
- Collaborate with other French Immersion teacher in the district
- Teachers uses differentiated instructions strategies and universal designed learning strategies UDL during instruction

WHAT EVIDENCE OF LEARNING WILL WE COLLECT TO CHECK THE PROGRESS ON OUR GOALS?

- Reading level and comprehension will increase both in French and English
- Math skills improvement. Student will be able to explain the reason behind their choice.
- Motivation and engagement increase in French reading
- More student is using social emotional strategies
- GB+ data • ALPIN Reading assessment K-Gr7 • Staff and Student Surveys • PLC inquiry projects • NLPS data • FSA data • DMA and Island Numeracy Assessment • Report card data

HOW WILL WE SHARE OUR PLAN WITH STAFF?

- During staff meeting
- During PLC
- During Staff committee meeting
- During SBT meeting

HOW WILL WE SHARE OUR GOALS WITH STUDENTS?

- Before, during and after teaching a unit
- Classroom meetings
- Assemblies
- Report card data

HOW WILL WE SHARE OUR GOALS AND PROGRESS WITH PARENTS?

- PAC meeting
- Parents and students Conferences
- Classroom teacher email or phone call to update parents on their child progress.
- Report cards