

Princess Elizabeth School  
School Improvement Plan 2017-2020

## **Mission Statement**

Is to encourage each other to take **PRIDE**, show **EFFORT** and celebrate **SUCCESS**.

## **School Vision**

Is to be a **community** of learners respecting each other, embracing differences and realizing our potential.

## Princess Elizabeth School Improvement Plan 2017-2020

**Numeracy Goal: Focus on effective mathematics instruction in all classrooms to achieve targets set for provincial assessments.**

<b>Priorities 2017-2020</b>	<b>Objective</b>	<b>Strategies</b>	<b>Timeline</b>	<b>Responsibility</b>
<p>To demonstrate continuous progress toward provincial targets in numeracy.</p>	<p>85% of our grade 4 and 6 students will reach or exceed the numeracy standard of 90% success set by the Province of New Brunswick - Department of Education 10 year plan.</p>	<p>Quarterly benchmarks in house and data sweeps.</p> <p>Academic support will be targeted and small group focused.</p> <p>Review needs in the area of classroom supplies.</p> <p>Implement a monthly math celebration assembly.</p>	<p>Ongoing</p>	<p>Teachers/Admin/PLC Time</p>

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To increase math journal writing in our classrooms.	100% of our classrooms will be using math journals once a week.	Meet with Numeracy lead during PLC time to develop a question bank.	Ongoing	Admin/Teachers/Lead
		Calibrate math journal writing marking as a group during PLC.	Ongoing	Admin/Teachers/Lead
		Create a math stamp for marking journals.	2017	Coach
To increase exit slip usage in our classrooms 3-8	100% of our classrooms 3-8 will be using exit slips at least once a week.	Meet with Numeracy lead during PLC time to develop a question bank.	Ongoing	Admin/Teachers/Lead

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**Literacy Goal Statement: Focus on effective literacy instruction in all classrooms to achieve targets set for provincial assessments. (Reading)**

Priorities	Goal	Strategies	Timeline	Responsibility
To improve the reading comprehension of students at the literal and interpretive levels.	90% of students will reach the standards at their grade level on benchmarks and provincial assessments.	Identify those who are struggling and use small group instruction.  Assess student's level of reading comprehension with an assessment kit (OCA/BLUE BOX).	Ongoing	Admin/EST-L/EST-R/Teacher  Teacher
Increase student fluency.	All classrooms use Razz Kids.  All K-2 classrooms focus on 'listening to you read' each day for 15 minutes.  Have all K-2 students read to each other or to an EA every day.		Ongoing (each week)	Teacher
Support and develop the joy of reading.	To offer a scholastic book fair twice a year.  To offer a family literacy event.  To offer a week of literacy celebrations as a school wide activity.	Maintain relationships with our partners to ensure that support for students who can't afford a new book is provided. Through our community schools coordinator and EST-L, we will offer a literacy night.  Have our literacy lead plan a week long celebration that coincides with Family Literacy Day.	Ongoing  October of each year  October of each year	Community Schools Coordinator /Administration  Community Schools Coordinator/EST-L  Community Schools Coordinator/EST-L

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**Literacy Goal Statement: Focus on effective literacy instruction in all classrooms to achieve targets set for provincial assessments. (Writing)**

Priorities	Goal	Strategies	Timeline	Responsibility
Support daily writing.	90% of our K-5 students will reach the provincial standard on their writing assessments.	<p>Provide timely feedback on writing in the classroom.</p> <p>Teacher will use a trait stamp as a universal tool for assessment.</p>	<p>Ongoing</p> <p>Daily</p>	<p>Teacher/Lead/Admin/Resource</p> <p>Teacher</p>
Move students along the continuum of writing.		<p>Exemplars posted in classrooms.</p> <p>Modeling to parents and students about what is considered appropriate and strong student writing.</p> <p>Participate in professional learning opportunities specific to writing instruction, including opportunities to observe best practices.</p> <p>Use the benchmark results to develop a school-wide plan to support the improvement of writing.</p>	<p>2017</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teacher</p> <p>Teacher</p> <p>All staff</p> <p>ESST/Teacher</p>

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**Science Goal Statement: Focus on effective Science instruction in all classrooms to improve student’s ability to reason scientifically.**

Priorities	Goal	Timeline	Responsibility
<p>Students K-8 will experience two meaningful real life science opportunities either inside or outside (or both) the traditional classroom during the school year.</p>	<p>Continue to foster PALS/Community Schools partnerships.</p>	<p>Ongoing</p>	<p>Community Schools</p>
	<p>Continue to expand our volunteer base in science.</p>	<p>Ongoing</p>	<p>Community Schools/Admin</p>
	<p>Purchase more scientific focused reading material targeted for K-2 and 6-8.</p>	<p>2017-2020</p>	<p>Admin</p>
	<p>Take advantage of off site field trips that are aligned to SCOs:</p> <ul style="list-style-type: none"> <li>• Rockwood Park- Senses Y&amp;YW</li> <li>• Irving Nature Park- Life Cycles</li> <li>• Irving Nature Park- Soils</li> <li>• Quarry visit- Rocks and Minerals</li> <li>• Huntsman Museum</li> <li>• Milledgeville Sewage Treatment Facility- Water Systems</li> </ul>	<p>Ongoing</p>	<p>Teacher</p>

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**School Environment Goal Statement: To create and sustain a positive learning and working environment within the school and related activities.**

Priorities	Strategy	Timeline	Responsibility
<p>To ensure staff have training in mental health and first aid. (Minimum Physical Education teachers and 2 more)</p>	<p>Seek out training offered from the district office.</p> <p>Participate in LINK.</p> <p>Participate in any ASSIST training offered.</p> <p>WITS program participation.</p> <p>Beyond the hurt.</p>		
<p>Increase parental attendance at parent teacher meetings.</p>	<p>Engage our PSSC to develop new strategies to increase engagement.</p> <p>Homeroom teachers to make early year first contact, and period contact throughout the year.</p> <p>Have students create invitations for parent teacher to 'invite' their parents to come celebrate their learning together.</p> <p>Employ student led conferencing at least once a year.</p>		



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	Offer incentive prizes for participation- door prizes.		
Demonstrate positive behaviors at school.	<p>Continue implementing Ron Morrish approach to discipline.</p> <p>Continue to find proactive approaches to discipline.</p> <p>Implement a 6 week behavior expectation program in the fall.</p> <p>Monthly celebrations- include a mathematician of the month.</p>		
Improve the physical appearance of the school.			

### **At PES our teachers will:**

- Provide, through the use of daily assessments and scheduled benchmarks, constructive feedback on student learning.
- Provide opportunities for students to learn using different mediums.
- Provide an appropriate, welcoming, challenging learning environment.
- Have time provided to plan purposeful opportunities to review academic student data.

### **At PES our students will:**

- Be expected to demonstrate their learning to adults and peers.
- Be expected to increase their individual capabilities.
- Be expected to use the school related tools to monitor growth and identify their next steps.

## Appendix A—PES- Literacy Commitments We BELIEVE AND COMMIT TO;

### School Environment

- Literacy is a shared responsibility
- Every teacher is committed to promoting student achievement in literacy through professional learning, data analysis, instruction, and assessment.
- Data Sweeps of all students will be completed four times per year (Sept, Nov, March, May)
- Teachers will maintain student assessment data (dated writing samples, reading records) .

### Classroom Environment

- **Daily 5 is a structure only, not a curriculum**

*Teacher is working with students or groups of students at all times. Specific Curriculum Outcomes are targeted within a balanced literacy block (shared/guided/independent reading and writing, read aloud, word work, and oral language). The Daily 5 is simply a structure which allows teachers to work with students while other students are engaged in relevant literacy activities.*

- **Daily teaching targets of mini lessons/modeled writing will reflect curriculum and formative assessments**

*Teachers will plan mini-lessons for students directly from the Language Arts Curriculum Document, Standards Binder, and Essential Document and formative assessments. Teachers will use key instructional resources (refer to district key directories).*

- **Modeled writing in all areas not specifically literacy – will be displayed – revisited, included daily in literacy instruction, and regularly in content areas when modeling new skills – show vs. tell**

*Daily Modeled Writing is to be dated and displayed so students can refer to it when needed. **Student writing (all student work) and assessments must be dated.***

- **If Students (K-5) are engaged in Daily 5 activities teachers will be actively doing Guided Reading**

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*All teachers will be doing Guided Reading and/or working on specific reading strategies with all of their students while others are off doing **Daily 5** activities. A glance into a classroom at anytime will reflect this.*

- **Reading /Writing Instruction happens every day. Clear reading and writing mini-lessons will be delivered based on curriculum and formative assessments.**
- **In addition to instruction, students must have the opportunity to independently read and write daily in order to strengthen and improve reading and writing skills**
- **If the teacher is using the Daily 5 structure the activities need to be relevant.**
  - **Writer's Workshop**  
K-2 Writer's Workshop/ writing is scheduled everyday  
K-8 Writer's workshop with mini-lesson is scheduled for at least 3 periods per week. However, students write every day.

## **Instruction**

- Demonstrate flexibility and responsiveness.
- ESST will provide a forum for grade level review of modified students in order to provide support for the differentiation of instruction
- knowledge of resources available to utilize, maintain inventory of school wide resources
- We commit to engaging students in learning

## **Planning Prep**

- **Lesson plans will reflect curriculum outcomes and differentiation (Teaching process map)**
- **Classroom Environment will reflect lesson plans.**

## **Appendix B--PES- Math Commitments We BELIEVE AND COMMIT TO;**

### **Class Environment**

- Mental Math will take place everyday
- Math Journaling at all levels
- Shift focus to include Small Group instruction
- Daily focus on numeracy and multiplication
- Guided Math
- Math Word Wall
- Insure students are representing their work Concretely, pictorially and symbolically
- Current Math Outcomes will be posted
- Daily teaching targets of mini lessons/numeracy will reflect curriculum and formative assessments
- Exploration should be used as a teaching tool
- Questioning is an important tool (open ended)
- Cross-curricular activities – will be displayed – revisited, included daily in Math instruction
- Teach the language of math ex. subtraction, take away, difference, minus etc.

## Professional Development

- How do we assess? Pre-testing, post testing, exploration, math dialogue.....
- Questioning is an important tool (open ended)
- Numeracy as PLC

Instruction will include;

- Manipulatives
- Differentiated instruction
- Estimation
- Problem solving
- Mental Math

## Planning Prep

- Lesson plans will reflect curriculum outcomes- differentiation, UDL- and the classroom environment will reflect lesson plans.

## Math Look Fors K-8

1	There is effective use of <b><u>instructional time</u></b> to maximize learning.
2	Teacher uses <b><u>flexible groups</u></b> of appropriate size to encourage <b><u>collaboration</u></b> .
3	<b><u>Mental math and estimation</u></b> are strategies of first choice and a key part of everyday mathematics; not just isolated, timed events.
4	Teacher activates students' <b><u>prior knowledge</u></b> and helps students <b><u>make connections</u></b> to other <b><u>subject areas</u></b> and the relevance to the <b><u>real world</u></b> .
5	Students are actively <b><u>engaged</u></b> in the learning process.
6	Students are <b><u>thinking</u></b> and <b><u>communicating</u></b> their mathematical understanding through oral, written and graphical means.
7	There is a <b><u>variety of</u></b> types of <b><u>lessons</u></b> (shared, guided, independent) that include a variety of <b><u>resources</u></b> .
8	There is ongoing <b><u>formative assessment</u></b> and the teacher collects assessment data using a variety of approaches.
9	Teaching is <b><u>differentiated</u></b> (content, process, product).
10	It is the <b><u>curriculum</u></b> which drives what teachers teach and students are expected to learn, not the resources.



**Appendix C ---Science/Content area Commitments -WE BELIEVE AND COMMIT TO;**

**CLASSROOM ENVIRONMENT**

- Ensure that students have frequent opportunities to write in class in the content areas.
- Students will not be required to copy notes in the 3-8 classrooms- they will use “note making strategies” to show evidence of learning.
- Teachers will model writing across the content areas.
- Teachers will include all levels of questioning.
- Students will explore concepts prior to having them explained or taught.
- Teachers will include a variety of Hands on, Minds on, instructional and assessment strategies.
- Display evidence of content area work when appropriate.



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- Teachers will support student learning in a variety of locations; school yard, Learning Garden, gymnasium, tech lab, and off site opportunities as noted above.
- Students will share their learning in Science Journals.

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## PLANNING & PREP

- Lesson plans will reflect curriculum outcomes- differentiation, UDL- and the classroom environment will reflect lesson plan

<b>Princess Elizabeth School</b> To create and sustain a positive learning and working environment within the district, schools, and related school activities. <b>Learning Goals:</b> Critical Thinking and Problem Solving ~ Collaboration ~ Communication ~ Personal Development and Self Awareness ~ Citizenship			
<b>Priorities</b>		<b>Strategies</b>	
<ul style="list-style-type: none"> <li>➤ To make Princess Elizabeth School a positive climate.</li> <li>➤ To implement PBIS</li> </ul>		<ul style="list-style-type: none"> <li>• Celebration Assemblies – Panther of the month assembly-invite parents to assemblies.</li> <li>• Mission Statement read by students</li> <li>• To adopt a schoolwide Attendance Matters campaign</li> <li>• Encourage Middle School students to become involved in at least one extracurricular activity</li> </ul>	

<b>Princess Elizabeth School:</b> To have students maintain active healthy life styles socially, emotionally, and physically. <b>Learning Goals:</b> Critical Thinking and Problem Solving ~ Collaboration ~ Communication ~ Personal Development and Self Awareness ~ Citizenship			
<b>Priorities</b>		<b>Strategies</b>	
<ul style="list-style-type: none"> <li>➤ To promote a healthy lifestyle through active participation and nutrition</li> <li>➤ To ensure a safe and disciplined learning environment</li> </ul>		<ul style="list-style-type: none"> <li>• To provide children in need of clothing with proper garments.</li> <li>• To provide children with breakfast and work closely with the Boys and Girls Club to provide lunches while following the Nutrition Policy</li> <li>• Encourage students to take part in at least one activity each year (e.g.'s: Soccer, chess, scrapbooking, mini sticks etc.)</li> <li>• Continue partnership with Big Brothers Big sisters to provide mentors to students</li> <li>• Provide safety learning opportunities, ex. Fire safety (fire house, fire drills), bus safety, train safety, health and safety committee, emergency measure plan, personal safety, etc. to classes as directed in curriculum.</li> <li>• High expectations, Pyramid of Interventions, communication with parents, referrals to outside agencies and district office, behavior tracking, behavior plans, ESST meetings, buddy classes, etc.</li> </ul>	

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	<ul style="list-style-type: none"><li>Foster both parental and PALS involvement ex. PSSC, Home and School, positive phone calls, newsletters, family literacy nights, open houses, book fairs, Pumpkin Festival, mentor lunch, sports and extracurricular activities etc- To canvas PALS partners for new activities for the children.</li></ul>	
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# Princess Elizabeth School Improvement Plan 2017-2020

**Princess Elizabeth School:** To engage school and community partners in supporting successful learning and transitions.

**21<sup>st</sup> Century Learning Goals:** Critical Thinking and Problem Solving ~ Collaboration ~ Communication ~ Personal Development and Self Awareness ~ Citizenship

Priorities	Strategies		
<ul style="list-style-type: none"> <li>➤ Building student and parental connections with the school</li> </ul>	<ul style="list-style-type: none"> <li>• Transitioning pre-kindergarten students into kindergarten - EYE-DA testing, transition meetings, kindergarten orientation day, kindergarten readiness program (district).</li> <li>• Host the District Play Learn &amp; Go Pre k Program if possible.</li> <li>• Seek out opportunities to support our newcomer families through professional learning and community programs supports.</li> </ul>		
<ul style="list-style-type: none"> <li>➤</li> </ul>			