

# PRINCESS ELIZABETH SCHOOL



## SCHOOL IMPROVEMENT PLAN

Edited: March 10<sup>th</sup>, 2020

# School Improvement Plan

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## **Vision Statement**

Princess Elizabeth School is a **community** of learners respecting each other, embracing differences and realizing our potential.

## **Mission Statement**

Our mission is to encourage each other to take **PRIDE**, show **EFFORT** and celebrate **SUCCESS**.

# School Improvement Plan

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## Summary of Current Goals:

- i) Development and promotion of self-regulation strategies school wide and the promotion of community/parental and student engagement.
- ii) Fostering and enhancing positive behavior and intervention supports (PBIS) and response to intervention (RTI) strategies school wide while continuing to promote community/parental and student engagement.

## Looking ahead:

- iii) Development of a formalized process to welcome and transition new students/international students to our school community.
- iv) Fostering the growth of STEM/STEAM activities to allow students to explore the use science, technology, engineering, art and mathematics in their daily lives and in their regular classroom experiences at PES.

**Goal #1:** To develop and promote self-regulation strategies school wide as well as to increase community community/parental and student engagement.

## **Domain 1:** Systemic School Planning

**Indicator 5** – Schools use evidence/informed Response to Intervention (RTI) strategies to support students behaviourly.

- 5.1 School-wide responses with varied strategies for positive reinforcement and behavior intervention are systematically employed.
- 5.2 The school has a proactive, systematic strategy for dealing with bullying.
- 5.3 Processes are in place, and staff members apply interventions, to support students with their attendance.

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## **Link to District Education Plan (DIP):**

- Ends Policy 1: To provide positive, safe, healthy and inclusive learning and working environments for children, youth, and staff.

## **Link to Positive Learning and Working Environment Plan (PLWEP):**

Goals/Principles 5.2, 5.3, 5.5, and 5.6

- 5.2 School personnel and students in the public-school system have the right to work and to learn in a safe, orderly, productive, respectful and harassment-free environment.
- 5.3 Inclusive educational practices are supported and promoted. Students are responsible for their behaviour in accordance with their age and stage of development, and to the extent to which their behaviour is voluntary. When disruptive behaviour is attributable to the student's exceptionality and he or she is unable to control this behaviour, appropriate interventions will be employed with the needs of the student in mind.
- 5.5 Parents, school personnel, district staff and the school community understand that social skills, self-discipline, respect, empathy, compassion and ethics are learned throughout life. Each partner in education through instruction and continued education supports the formation of school-based groups that promote diversity when interest is expressed by a student or staff member (examples include First Nations groups, multicultural groups, religious groups, and sexual minority groups).
- 5.6 All members of the school community learn and work together in an atmosphere of respect and safety, free from homophobia, racism and all other forms of discrimination. that could lead to bullying and harassment. Appropriate procedures and strategies are in place to ensure respect for human rights, support diversity, and foster a learning environment that is safe, welcoming, inclusive and affirming for all individuals.

## **Link to 10 Year Education Plan:**

- Objective 7: Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment

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## Link to New Brunswick Global Competencies:

- Learning to learn/self-aware and self-directed: Adapts to change and shows resilience to adversity
- Learning to learn/self-aware and self-directed: Cultivates emotional intelligence to understand self and others

Supporting Evidence:				
	2017	2018	2019	
<b>Teacher Perception Data:</b> Disruptive student behaviour causes a significant loss of learning time in the school.	100% agree	83% agree		
I use formative assessment evidence (ex. Behaviour tracking sheets) to inform behaviour interventions.	54.5% agree	43.3% agree		
<b>OurSchool Student Survey Data:</b> Students with positive behavior at school	87% (Elem) 84% (MS)	84% (Elem) 84% (MS)	85% (Elem) 81% (MS)	
<b>Behaviour Tracking Sheets (Fall 2019)</b> Behaviours not tolerated			Fall 2019 95 (Elem) 329(MS)	
Serious misconducts			50(Elem) 36(MS)	

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Focus	Strategies	Indicators of Success
<p><b>SELF REGULATION:</b></p> <p>To improve the quality of the positive learning and working environment. (DIP Goal 1)</p> <p>Students will act according to the school code of conduct.</p> <p>Self regulates in order to become a lifelong learner (Global Competencies)</p>	<ul style="list-style-type: none"> <li>• Mindfulness as a school wide approach</li> <li>• Zones of regulation teaching as a school wide approach</li> <li>• Panther Store/tickets – PBIS store</li> <li>• Celebrate assemblies/Panther of the Month assemblies</li> <li>• Advisory periods (September 2020) incorporating multi-aged grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will receive PL on zones of Regulation</li> <li>• PowerSchool Incident Management/ Behaviour tracking sheets</li> <li>• Teacher Perception Survey</li> <li>• OurSchool Survey</li> <li>• Short Term Intervention</li> <li>• Monthly newsletter will include Zones and Mindfulness section to inform families about the program and how to support at home.</li> <li>• Zones posters</li> <li>• Response to Intervention (RTI)</li> <li>• Enhance capacities of school based ESS teams</li> <li>• Morning announcements</li> <li>• Staff meeting- start with mindfulness focus</li> <li>• Mindfulness and meditation (calm schools, Mindful Monday and Yoga)</li> <li>• Videos links in Morning Announcements</li> </ul>

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		<ul style="list-style-type: none"><li>• Teachers are given supports and resources necessary for self-regulation</li><li>• School-wide recognition system for students displaying self-regulation and good citizenship (Panther store in lobby/tickets)</li><li>• Each class will have a buddy class for when a student needs a break</li></ul>
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**Goal #2:** To foster and enhance response to school-wide positive behaviour and intervention supports (PBIS) and response to intervention (RTI) strategies school wide while continuing to promote community/parental and student engagement.

**Domain 1:** Systemic School Planning

**Indicator 6** – The school culture encourages the engagement, active involvement, and inclusion of every student.

- 6.2 Staff members are actively involved in creating and furthering an inclusive school culture.
- 6.3 Students are actively involved in creating and furthering an inclusive school culture.

**Domain 2:** Leadership and Teaming

**Indicator 13** – Students have opportunities to be heard and to influence decisions made in the school.

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**Indicator 16** –The school collaborates with a diverse network of partners to support the goals of the school improvement plan in order to extend opportunities for students.

- 16.3 Families and community members are actively involved in the school.

**Link to District Education Plan (DIP):**

- Ends Policy 3: To increase the engagement of children & youth by embedding competencies such as, critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.
- Ends Policy 7: To promote the value of education through effective partnerships and positive pro-active communication.

**Link to Positive Learning and Working Environment Plan (PLWEP):**

Goal/Principle 5.4

- 5.4 Students have a sense of belonging and connection, feel they are supported by school personnel, and have a positive relationship with at least one adult in the school system.

**Link to 10 Year Education Plan:**

- **Objective 1:** Ensure all learners value diversity and have a strong sense of belonging.

**Link to New Brunswick Global Competencies:**

- **Collaboration:** Participates in teams, establishes positive and respectful relationships, develops trust, acts co-operatively and with integrity
- **Global Citizenship and sustainability:** Engage in local, national and global initiatives to make a positive difference



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Supporting Evidence:				
	2017	2018	2019	2020
<b>Teacher Perception Data:</b>				
I have been involved in decisions about school-wide processes.	87%	78% (decrease of 9%)		
I feel supported by parents in the work that I do with their child.	59.1%	74.2% (increase of 15.1%)		
<b>OurSchool Student Survey Data:</b>				
Student participation in school sports	47% (Elem) 58%(MS)	37% (Elem) 50% (MS)	32% (Elem) 53% (MS)	
Students in participation in School clubs	37% (Elem) 36% (MS)	43% (Elem) 21% (MS)	19% (Elem) 34% (MS)	
Students with a positive sense of belonging	85% (Elem) 56% (MS)	84% (Elem) 59% (MS)	83% (Elem) 57% (MS)	
<b>ASD-S Attendance Report</b>				
Chronic Absenteeism (overall)	28% (Dec)	27.8% (Dec)	23.5% (Nov YTD)	

Focus	Strategies	Indicators of Success
<b>Community</b> To increase community/business involvement and engagement	<ul style="list-style-type: none"> <li>To develop and sustain community partnerships</li> <li>Seeking new community partnerships to come to the school to offer more learning opportunities</li> <li>MAD Science</li> <li>Estey Art Initiative</li> <li>Remembrance Day Ceremony</li> <li>STEAM club</li> </ul>	<ul style="list-style-type: none"> <li>Sustain community volunteers working with students and events (City of Saint John, YMCA, PALS, PRO kids, Imperial Theater, Jumpstart, Port of Saint John, PRUDE, Saint John Free Public Library, Brilliant Labs, FACE –</li> </ul>

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	<ul style="list-style-type: none"> <li>• STEM club</li> <li>• Entrepreneurship program</li> <li>• Career Fair</li> <li>• Invention Convention</li> <li>• David Goss talks</li> <li>• Community Christmas Breakfast</li> </ul>	<p>Roots of Empathy, Bee me Kidz, Y Newcomers, One Change Inc.)</p> <ul style="list-style-type: none"> <li>• Community School Coordinator position</li> </ul>
<p><b>Parental</b> To increase parental involvement and engagement</p> <p>To increase parental attendance at parent teacher meetings.</p>	<ul style="list-style-type: none"> <li>• To develop and sustain relationships with parents</li> <li>• To develop new relationships with Pre-Kindergarten families</li> <li>• To engage more parents to be involved with the school such as through volunteering and attending school related activities</li> <li>• To further engage the PSSC and Home and School with school activities</li> <li>• Attendance Matters Initiatives</li> <li>• Monthly coffee hour</li> <li>• Parent Teacher/Cultural night</li> <li>• Literacy Night</li> <li>• Christmas Concert</li> <li>• PES Idol</li> <li>• Transition to Kindergarten</li> <li>• School Cash Online</li> <li>• Homeroom teachers to make early year first contact, and period contact throughout the year</li> <li>• Monthly newsletters</li> <li>• Family Fun Night</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of a Parental Engagement Coordinator</li> <li>• Completion of homework</li> <li>• Improvement in student attendance</li> <li>• Completion of coupons and surveys in Parental Engagement newsletters</li> <li>• Track parental participation in school events</li> </ul>
<p><b>Student</b> To increase student involvement and engagement</p>	<ul style="list-style-type: none"> <li>• To develop and sustain student participation in school related events, clubs, sports teams, and activities</li> <li>• To develop a learning focused strategy to recognize and celebrate the work of students</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement student attendance</li> </ul>

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	<ul style="list-style-type: none"> <li>• To create an environment where students feel a strong sense of belonging</li> <li>• Attendance Matters initiatives</li> <li>• Suggestion box (student voice)</li> <li>• Student Council</li> <li>• School-based programs</li> <li>• PES Idol</li> <li>• Christmas Concert</li> <li>• Cultural night</li> <li>• Literacy Night</li> <li>• Science Fair</li> <li>• Chess Tournament</li> <li>• Terry Fox Walk</li> <li>• Remembrance Day Ceremony</li> <li>• To increase engagement of students through the promotion of innovative teaching strategies through the implementation of the Global Competencies</li> <li>• Principal Advisory Groups (K-2/3-5 /6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in data that indicates student engagement on OurSchool survey results</li> <li>•</li> </ul>
<p><b>Teacher</b> To increase teacher involvement and engagement</p>	<ul style="list-style-type: none"> <li>• Attendance Matters Initiatives</li> <li>• Synervoice/School Messenger</li> <li>• Cultural night</li> <li>• Literacy Night</li> <li>• Transition to Kindergarten</li> <li>• Remembrance Day Ceremony</li> <li>• School Cash Online</li> <li>• Lunch Clubs</li> <li>• Afterschool Clubs</li> <li>• Afterschool “Read with me”</li> <li>• Family Fun Nights</li> </ul>	<ul style="list-style-type: none"> <li>• Educators receive PL on Global Competencies</li> <li>• OurSchool survey</li> </ul>

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	<ul style="list-style-type: none"><li>• Coaching</li><li>• Coding Clubs</li><li>• Dances</li><li>• Book Clubs/Study Clubs</li></ul>	
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