PES School Improvement Plan

Mission:
To encourage each other to take **PRIDE**, show **EFFORT** and celebrate **SUCCESS**.

Vision:
Is a **COMMUNITY** of learners respecting each other, embracing differences, and realizing our potential.

We believe...

- In strengthening the mental, physical and social/emotional health of our school community.
- In a learning environment that celebrates diversity and is focused on equity.
- In strong teams that work to build individual and collective efficacy.
- In a Learning Environment that is welcoming, orderly, healthy and safe.
- In High Expectations
- In Evidence-Informed Decision-Making

Areas of Focus

- Provide a safe, positive, healthy and inclusive environment for all members of our PES community
- Ensure our school community is invitational, accessible, and affirming for families & stakeholders
- Strengthen the mental health overall well being of our students, staff and school community.
- Effective school planning using evidence-informed decision-making

GOAL

Promote a working and learning environment that celebrates diversity, is focused on equity and works to eliminate barriers and reduce inequities

STRATEGIES

(1.1) *PBIS*: Embed Positive Behavior Intervention Supports (Panther 'PRIDE') in daily instruction.

(1.2) *Diversity Audit*: to identify areas where diversity, equity and inclusion may require strengthening.

(1.3) *Professional Learning*: opportunities for staff on topics such as cultural competence, anti-bias, and equitable teaching practices.

(1.4) *Family Engagement*: with those from diverse backgrounds for PSSC membership, school events, and volunteer opportunities.

(1.5) *Address Bias*: through school based policies and practices that promote equity and reduce disparities in access to resources, opportunities and academic achievement.

(1.6) *Celebrate Diversity*: through cultural events, guest speakers and other activities that showcases the richness of the PES diversity.

(1.7) *Welcoming Schools Initiate*: to develop a more culturally and linguistically inclusive PES.

(1.8) *PALS Partnerships*: with those organizations and community members to provide resources and support for staff, students and families from diverse backgrounds.

GOAL

PES staff will work to maximize communication and collaboration with parents/caregivers and stakeholders to support learning and behavioural objectives

STRATEGIES

(1.1) W*elcoming and Inclusive School Culture*: that promotes open communication, trust, and collaboration can encourage parents/caregivers and stakeholders to be more involved in supporting PES SIP objectives.

(1.2) *Multiple Communication Channels*: of open communication to reach parents and stakeholders, such as websites, newsletters, social media, and electronic communication to keep our school community informed.

(1.3) *Student Progress Updates*: to help parents/caregivers and stakeholders understand how our learners are progressing in school and what they can do to support their learning and behavioural objectives.

(1.4) *PSSC & Stakeholder Collaboration*: can support decision that are aligned with the needs and expectation of the community. In particular involving parents/caregivers in decision-making processes related to school policies and practices.

(1.5) *Community School Engagement Initiatives*: which provide opportunities for parents/caregivers and stakeholders to provide feedback on school policies, practices and programs. This feedback can help the school identify areas of improvement and ensure alignment with the needs and expectations of the community.

GOAL

Strengthen the (CARR) competence, autonomy, relatedness and resilience of our students and staff

STRATEGIES

(1.1) *Embedded CARR Model*: to support best practices such as restorative circles and provide structured breaks during the instructional time that boost stamina and motivation.

(1.2) *Peer Observation*: as a strategy, both in terms of peer-to-peer and micro-teaching, that aims to strengthen professional practices and continuous improvement.

(1.3) *Differentiation*: to better target instruction with respect to learning styles and abilities in order to meet the diverse needs of students.

(1.4) *Promote Positive Relationships*: where students and staff feel valued and respected. Encourage collaboration and teamwork, and provide opportunities for meaningful social connections.

(1.5) *Foster Autonomy*: which allows students and staff to have a say in their learning and working experiences. Provide choices and options for learning and professional development, and empower them to make decisions that affect their work and learning.

(1.6) *Build Resilience*: that teaches students and staff coping skill and strategies to overcome challenges and setbacks.

(1.7) *Provide Opportunities for Mastery and Growth*: that encourages students to engage in activities that challenge them and help develop new skills.

(1.8) *Professional Development*: for staff to enhance skills.

GOAL

PES staff will use evidence-informed Response to Intervention (RTI) strategies to support students academically and will behaviorally.

STRATEGIES

(1.1) *Collect Data*: on student performance to identify areas where students need support. This data can include academic assessments behavior checklists and classroom observations.

(1.2) *Identify Interventions*: once areas of need are identified. PES will employ evidence-based interventions that are also appropriate for the student's age, grade level, and specific needs. These interventions should be matched to the student's strengths and weaknesses and be adjusted as needed.

(1.3) *Monitor Progress*: regularly to determine whether the interventions are effective. Progress monitoring tools, such as curriculum-based measurements or behavioural checklist can be utilized.

(1.4) *Adjust Interventions*: if interventions are not effective. This process may involve trying different approaches or seeking additional support from the student services team or outside agencies through a request for service.

(1.5) *Provide Support*: for staff to help implement RTI effectively. This may include professional development, coaching, or consultation with specialists/leads/coordinators.

(1.6) *Teaching/Intervention Process Mapping*: to establish environment needed to achieve academic & social success.