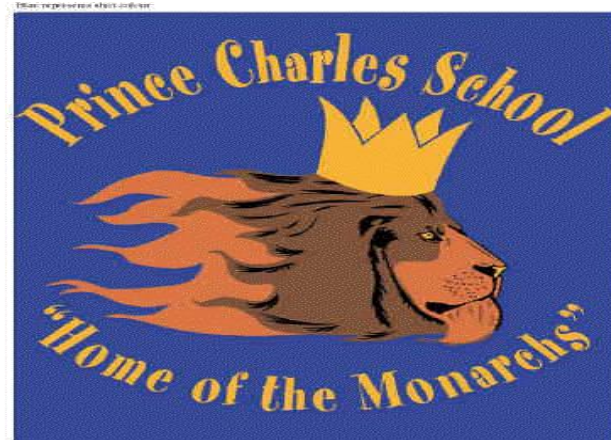# PRINCE CHARLES SCHOOL
SCHOOL IMPROVEMENT PLAN
2018-2019

Mission Statement

Our School Community believes Prince Charles School is a welcoming and safe community school with high academic and behavior expectations for each student.

Each student is required to be Responsible, Respectful, Safe, and Prepared in our _positive learning environment_.

We will all work together to ensure each student experiences success.

School Vision

Purpose: Our school community believes that our purpose is to ensure each student develops skills necessary for future success and to provide learning opportunities that foster; Critical Thinking Skills, Collaboration, Communication, Personal Development and Self Awareness, and Citizenship in a positive learning environment.

Relationships: We will all work together to ensure each student experiences success.   Each student must feel both capable and connected to the school community. We build capacity in our students by ensuring each one is a positive and contributing member to our community of learners.

Teaching and Learning: We believe teaching must focus on the development of the whole child.   We differentiate instruction to cater to the varied needs and interests of our students. We practice flexibility, enthusiasm, and commitment to inspire in students a strong desire for lifelong learning.

Curriculum: We are committed to delivering the curriculum in a personalized and meaningful way to each student. We want each student to develop an awareness of the uniqueness and diversity of our larger community and have skills in critical thinking and communication to positively interact with and respond to it.   We are committed to asking and responding to the following questions:

1. **What is it we want our students to learn?**

2. **How will we know when they have learned it?**

3. **How will we respond when they don't learn?**

4. **How will we respond when they have already learned it?**

a) Literacy

School Data	PCS Target Sept	PCS Perform Sept	PCS Target Nov	PCS Perform Nov	PCS Target March	PCS Perform March	PCS Target June	PCS Perform June	Responsibility
Kinderg. Reading					Lev A- 75 %		Lev B/C-90%		• Teachers, Admin & Literacy Leads • Support Staff
Grade 1 Reading	Lev C-60%		Lev E- 60 %		Lev G- 75 %		Lev I-90%		
Grade 2 Reading	Lev I-60%		Lev J- 60 %		Lev L- 75 %		Lev M-90%		
Grade 3 Reading	Lev M-60%		Lev N- 60%		Lev O- 75%		Lev P-90%		
Grade 4 Reading	Lev P- 60%		Lev Q- 60%		Lev R- 75%		Lev S-90%		

Grade 5 Reading Writing					Lev U- 75 %		Lev V-90%		
Grade 6 Reading Writing	Lev V-60%		Lev W- 60 %		Lev X- 75 %		Lev Y-90%		
Grade 7 Reading Writing	Lev X-60%		Lev Y- 60 %		Lev Z- 75 %		Lev Z-90%		
Grade 8 Reading Writing	Lev Y-60%		Lev Z- 60 %		Lev Z- 75 %		Lev Z-90%		
Grade 5 FSL Oral Proficiency									
Grade 6 Provincial Literacy	2014-15 Target 60%	2014-15 Performance 26.7%	2015-16 Target 60%	2015-16 Performance 46.2%	2016-2017 Target 60%	2016-2017 Performance 43.8%	2017-2018 Target 60%	2017-2018 Performance	
Grade 2 Provincial Literacy	2014-15 Target 60%	2014-15 Performance 85.7%	2015-16 Target 60%	2015-16 Performance 100%	2016-2017 Target 60%	2016-2017 Performance 88.8%	2017-2018 Target 60%	2017-2018 Performance	

b) Numeracy

	Target 2011-12	Target 2012-13	Performance 2012-13	Target 2013-14	Performance 2013-14	Responsibility
	67%	73%	NA	73%	NA	Teachers, Admin, Support Staff
	78%	82%	18.8%	82%	NA	
	Maintain minimum of 80%		77.2%	80%	50%	

Grade 6 Provincial Math	2015-16 Target 60%	2015-16 Performance 0%	2016-2017 Target 60%	2016-2017 Performance 37.5%	2017-2018 Target 60%	2017-2018 Performance	

C) Science

PCS Grade 6 Performance 2014-15	School Performance
School Target 2014-15-60%	6.7%
School Target 2015-16- 60%	7.7%
School Target 2016-17- 60%	6.3%

School Target 2017-18- 60%	

Goals

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

Priorities	Strategies	Responsibility
To improve student achievement in reading and writing.	• Support our Literacy Lead in supporting teacher expertise in best practices. • Seek input /guidance from Literacy Subject Coordinator • Support PLC team meetings with a yearly schedule for K-2Literacy, 3-8 Literacy, and Coach support • Ensure all language arts teachers are able to identify instructional reading levels and writing achievement levels of students through usage of: curriculum, departmental reading and writing standards and key resources • Ensure all language arts teachers use grade-specific write traits scoring rubrics • Strategic PD Plan: Focus on data and identified Growth Plan Goals o Core Leadership Team to meet year-end and fall to develop plan • Adhere to school wide Benchmark Data collection schedule. ***PLC Question #2-How will we know when they have learned it?*** • School benchmark assessment data in reading and writing collected and analyzed. • Ensure a strategic reading and/or writing mini-lesson (e.g.'s: curriculum, standards, CAFÉ, student data) followed Commitment to School Literacy "Nonnegotiables"- See Appendix A • Use data from school benchmark assessment to establish groups for Literacy Intervention. ***PLC Question #3-How will we respond when they don't learn?*** • 21ˢᵗ C PBL Project	• Administration • Teachers, Admin & Literacy Coaches • Admin & EST-Resource • Support Staff

	- o 6-8: Interdisciplinary Unit - Purchase resources necessary for effective Literacy activities - To expand literacy across the curriculum through: - o Stepping Out Training for remaining staff members - o Writing Across the Curriculum - o Posting, referral and usage of writing standards in all Middle Level classrooms - o Support R&M in getting technology in place for students who are identified as need it to be successful in writing. - Analyze EYE-DA data and provide necessary supports in K. - A school wide commitment to maximizing time on task in class by minimizing interruptions from PA, non curricula related presentations and events. - Teachers will create and follow Curriculum Maps that they will provide to parents in September. ***PLC Question #1 What is it we expect our students to learn?*** - EST-R teacher will follow the Provincial guidelines for coaching/support - Educational Support Services Team will meet regularly and monitor the necessary interventions as indicated in our Pyramid of Intervention. ***PLC Question #3-How will we respond when they don't learn?***	

b)Mathematics Goal Statement: Focus on best practice during Mathematics instruction in all classrooms to achieve the schools yearly targets set for provincial assessments.

Priorities 2010-2013	Strategies	Responsibilities
To demonstrate continuous improvement in the teaching of mathematics as evidenced by increasing assessment results.	- Provide teachers with the necessary resources and technology to teach mathematics at the various grade levels. - Use benchmarks and Monthly maps to guide instruction and identify areas for professional development. - Establish and adhere to school wide Benchmark Data collection In September, February, and June as well as use district benchmarks to guide instruction - Strategic PD Plan- focusing on identified Growth Plan Goals - Teachers will create and follow Curriculum Maps that they will provide to parents in September. ***PLC Question #1 What is it we expect our students to learn?***	- Administration - Teachers, Admin & Coaches - Support Staff

	• Teachers will provide opportunities in class to support struggling students- focus groups, intervention groups, after school tutoring. ***PLC Question #3-How will we respond when they don't learn?*** • School wide Commitment to include mental math, daily math facts, math journals, and Monach Math Daily • Support PLC team meetings • Purchase resources identified by District Math Coaches/teachers • A school wide commitment to maximizing time on task in class by minimizing interruptions from PA, non-curricula related presentations and events. • Commit to working with District Math Coaches • Commitment to School Math "Nonnegotiables"- See Appendix B	

c)Science/ Content Area Goal Statement: Focus on effective Content Area Subject instruction in all classrooms to support targets set for Benchmark Assessments.

Priorities	Strategies	
• To improve teacher effectiveness in Science/ Content Area teaching at all levels. • To improve students' level of scientific literacy.	• Weekly, include student selected scientific literacy component in all Middle School Science classes-.include a responding to reading component- oral or written each week. • Teachers will create and follow Curriculum Maps that they will provide to parents in September. ***PLC Question #1 What is it we expect our students to learn?*** • A school wide commitment to maximizing time on task in class by minimizing interruptions from PA, non curricula related presentations and events. • Welcome input from District Subject Coordinators • Implement Stepping Out resource into teaching and learning. • Learn and teach reading strategies. • Participate in community-provided and district-provided enrichment opportunities • Use district-created kits to support hands-on scientific inquiry • Ensure students have frequent opportunities to write in class.	• Teachers, Admin & Coaches • Support Staff

	• Coordinate off-site field trips that are strongly aligned to SCOs for example
	    ○ K:Rockwood Park- 5 Senses-Y&YW
	    ○ Grade 1:Irving Nature- Seasonal Changes-Living/Non Living-Y&YW
	    ○ Grade 2: Irving Nature- Life Cycles- Y&YW
	    ○ Grade 3: Irving Nature- Soils
	    ○ Grade 4:Quarry Visit- Rocks& Minerals
	    ○ Grade 5:Sussex Mill Tour-Forestry
	    ○ Grade 6: Fish Friends Project/Hammond River/Huntsman Museum/Atlantic Salmon Federation (Variety of Life)
	    ○ Grade 7: La Dune De Bouctouche (Interactions within Ecosystems)
	    ○ Grade 8: Millidgeville Sewage Treatment Facility (Water Systems
	    ○ Commitment to School Science/Content Area "Nonnegotiables"- See Appendix C
	    ○ School wide Science Fair- and STEAM Day- planned on a Professional Learning Day	

Appendix A--PCS- 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) .**
- **Data Wall will be kept up to date**

- **ESST binders (and pyramid of interventions for each student) will be kept up to date and brought to all ESST meetings. These will be passed on to next teacher at the end of the year.**

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. <u>**Student writing (all student work) and assessments must be dated.**</u>*

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

*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, intentionality and responsiveness.

- ESST will provide a forum for grade level review of modified students in order to provide support for the differentiation of instruction as well as students requiring additional support
- knowledge of resources available to utilize, maintain inventory of school wide resources
- Respect established sign out system in book room (Clothespins, and white board sign out)
- Guided Reading books **will not** go home with children, however, other reading materials will be sent home (poems, browsing box books)
- Guided Reading books will be the teacher's responsibility to take out and return to Resource Room on a **weekly basis**.
- We commit to engaging students in learning

Planning Prep

- **Lesson plans will reflect curriculum outcomes and differentiation**
- **Classroom Environment will reflect lesson plans.**

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

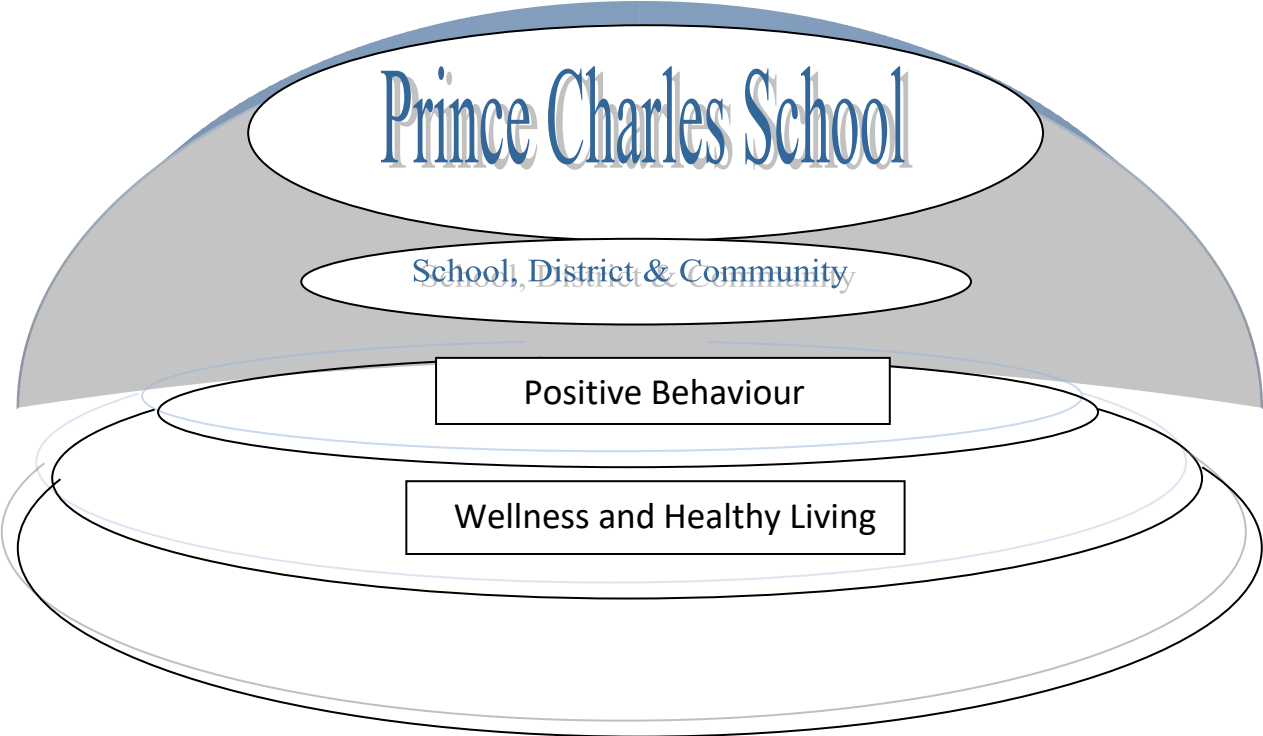## Appendix C ---Science/Content area Commitments -WE BELIEVE AND COMMIT TO;

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.

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

- Students will share their learning in Science Journals.

PLANNING & PREP

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

Prince Charles School

School, District & Community

Positive Behaviour

Wellness and Healthy Living

Section 1: Positive Behaviour

Prince Charles School   To create and sustain a positive learning and working environment within the district, schools, and related school activities.

Learning Goals: Critical Thinking and Problem Solving ~ Collaboration ~ Communication ~ Personal Development and Self Awareness ~ Citizenship

Priorities	Strategies	
- To make Prince Charles School a positive climate. - To implement PBIS	- Celebration Assemblies – Pat on the Back assembly, Monarch of the month assembly-invite parents to assemblies as well as Mon Lunch - Parents of Monarchs receive T-shirts, Monarchs- bracelets - Mission Statement read by students - To adopt a schoolwide Attendance Matters campaign - Buddy system between the middles school students and the primary students. Have MS students walk and sit with the younger children - To support an indoor lunch club to support children who have difficulty outside at noon. - Encourage Middle School students to become involved in at least one extracurricular activity	

Section 2 : Wellness and Healthy Living

Prince Charles School: To have students maintain active healthy life styles socially, emotionally, and physically.

Learning Goals: Critical Thinking and Problem Solving ~ Collaboration ~ Communication ~   Personal Development and Self Awareness ~ Citizenship

Priorities	Strategies	
- To promote a healthy lifestyle through active participation and nutrition - To ensure a safe and disciplined learning environment	- To provide children in need of clothing with proper garments. - To provide children with breakfast and work closely with the Boys and Girls Club to provide lunches while following the Nutrition Policy - Encourage students to take part in at least one activity each year (e.g.'s: Soccer, chess, scrapbooking, mini sticks etc.) - Continue partnership with Big Brothers Big sisters to provide mentors to students - 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. - High expectations, Pyramid of Interventions, communication with parents, referrals to outside agencies and district office, behavior tracking, behavior plans, ESST meetings, buddy classes, etc. - 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. - Monthly Coffee and muffins for parents in the morning in Elem wing- eventually adding an info aspect- re Literacy/ Math etc - Family Movie Nights - Come Listen to Me Read Day in conjunction with Family Literacy Day in January - Math Afternoon K-8- Featuring Math Games and Door prizes	

2018-2019

Section 3: TRANSITIONS

When Kids Come First: **To help children develop a passion for learning.**
Prince Charles School: To engage school and community partners in supporting successful learning and transitions.
21st Century Learning Goals: Critical Thinking and Problem Solving ~ Collaboration ~ Communication ~   Personal Development and Self Awareness ~ Citizenship

Priorities	Strategies		
➢ Building student and parental connections with the school	• Transitioning pre-kindergarten students into kindergarten - EYE-DA testing, transition meetings, kindergarten orientation day, kindergarten readiness program (district). • Host the District Play Learn & Go Pre k Program if possible. • Host the Y- family playgroups. • Seek out opportunities to support our newcomer families through professional learning and community programs supports. • Transitioning grade 2 students to grade 3 and grade 3 French immersion programs at other buildings -, School visits or tours of their future school. • Transitioning grade 5 students to grade 6 and grade 6 French immersion programs at other buildings – Allow grade 5 students to attend selected middle school social activities, organize a middle school orientation day, arrange student services team meeting for collaboration between grade 5 and grade 6 teachers, creation of a transition template for students attending new buildings, school visits or tours of their new schools. • Partner with Pathways Program to support grade 8 students transitioning to high school. • Transitioning grade 8 students to high schools- Arrange high school visits, publicize high school open houses, transition plans for students, organize past alumni visits to speak to the grade 8 group, encourage students to take part in high school social events, create a partnership with high schools to provide high school mentors for students in need.		

This document supports Prince Charles School's School Improvement Plan and the fundamental beliefs that sustain and nourish a positive learning and working environment. We WILL ALL WORK TOGETHER TO ENSURE EACH STUDENT EXPERIENCES SUCCESS!!