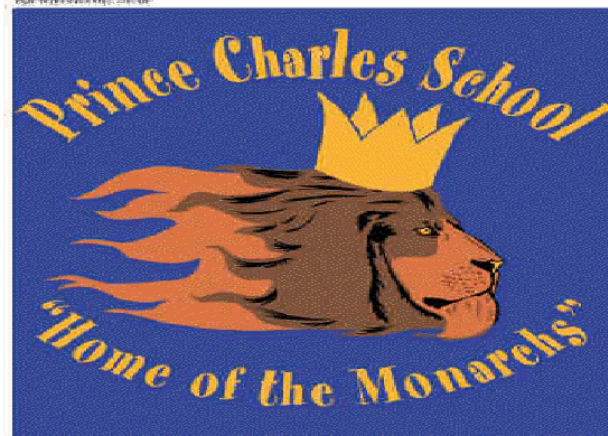




PRINCE CHARLES SCHOOL

SCHOOL IMPROVEMENT PLAN

2010 - 2013



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.

Belief Statements

Purpose: Our school community believes that our purpose is to ensure each student develops strong literacy skills and to provide learning opportunities that foster The 21st Century Competencies of: 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?**

Data Targets

a) Literacy

“When Kids Come First” Provincial 5 Year Targets	PCS Performance 2009/10		Target 2010-2011	Target 2011-2012	Target 2012-2013
90% of students reach or exceed the reading standard at Grade 2 and again at Grade 4.	Grade 2				
	Reading	42.1 %	48%	55%	63%
	Writing	42.1%	48%	55%	63%
20% of students exceed the reading standard at Grade 2.	Grade 2				
	Reading	5.3%	11%	15%	20%
90% of students reach or exceed the reading standard at Grade 2 and again at Grade 4.	Grade 4		Maintain 90-100%		
	Reading	100%			
	Writing	45.5%			
20% of students exceed the reading standard at Grade 4.	Grade 4				
	Reading	9.1%	12.5%	15%	20%
100 % of students in Grade 5 (random sample) Intensive French meet or exceed the level of Basic Low in oral proficiency.	Grade 5				
	FSL Oral Proficiency	50%	60%	72%	84%
85 % of students reach or exceed the standard in Grades 6-12 on provincial assessments in literacy.	Grade 7 –				
	Reading	59.2%	68%	78%	85%
	Writing	29.6%			

b) Numeracy

“When Kids Come First” Provincial 5 Year Targets	PCS Performance 2009/10	Target 2010-2011	Target 2011-2012	Target 2012-2013	
90% of students reach or exceed the numeracy standard at Grade 3.	Grade 3	Pilot			
20% of students exceed the numeracy standard at Grade 3.	Grade 3	Pilot			
90% of students reach or exceed the numeracy standard at Grade 5.	Grade 5	53.8%	62%	71%	82%
20 % of students exceed the numeracy standard at Grade 5.	Grade 5	11.5%	14%	16%	18%
85% of students reach or exceed the standard in Grade 8 numeracy.	Grade 8	86.6%	Maintain minimum of 80%		
85% of students reach or exceed the standard in Grade 6 science.	Grade 6	50%	60%	72%	85%

Goals

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

Priorities	Strategies
<p>To improve student achievement in reading and writing.</p>	<ul style="list-style-type: none"> • Support teacher Learning Teams focus on assessment and instruction. • Support our Literacy Coach K-8 in developing teacher expertise in best practices. • Seek input /guidance from Middle Level Literacy Mentor • Provide PLC release time within the schedule K-5 • Support PLC team meetings • 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- focusing on identified Growth Plan Goals and Literacy Self-Assessment Surveys • Establish and adhere to school wide Benchmark Data collection schedule. <u>PLC Question #2-How will we know when they have learned it?</u> • School benchmark assessment data in reading and writing collected and analyzed. • Ensure reading and writing conferencing with students occurs. • Dedicate 1.5 of our additional FTE to Literacy Intervention 1.0-Elem, .5 Middle • Use data from school benchmark assessment to establish groups for Literacy Intervention. <u>PLC Question #3-How will we respond when they don't learn?</u> • Teams (grades 3-8) to coordinate a 21st C PBL Project • Purchase resources necessary for effective Daily 5 activities • Continue to Build classroom libraries, as well as Teacher Resource Room material • To expand literacy across the curriculum through: in-service (e.g.: Stepping Out Training for remaining ML staff members (cross-curricular reading strategies) and writing across the curriculum) and posting of standards in all Middle Level classrooms, 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 group accordingly 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 Curriculum Maps that they will provide to parents in September. <u>PLC Question #1 What is it we expect our students to learn?</u> • Resource &Methods teacher will provide in class support, short term targeted pullout, and diagnostic

	<p>information</p> <ul style="list-style-type: none"> • Student Support Teams at both the Middle and Elem levels will meet regularly and provide the necessary interventions as indicated in our Pyramid of Intervention. <u>PLC Question #3-How will we respond when they don't learn?</u>
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b) Mathematics Goal Statement: Focus on effective Mathematics instruction in all classrooms to achieve targets set for provincial assessments.

Priorities 2010-2013	Strategies
<p>To demonstrate continuous improvement in the teaching of mathematics as evidenced by increasing assessment results.</p>	<ul style="list-style-type: none"> • Provide teachers with the necessary resources and technology to teach mathematics at the various grade levels. • Use district benchmarks to guide instruction and identify areas for professional development. • Establish and adhere to school wide Benchmark Data collection schedule as well as use district benchmarks (three times/year)to guide instruction • Strategic PD Plan- focusing on identified Growth Plan Goals • Establish Math Learning Teams at each grade level. • Teachers will create Curriculum Maps that they will provide to parents in September. <u>PLC Question #1 What is it we expect our students to learn?</u> • Dedicate .5 of our additional FTE to Math Intervention .5 Middle <u>PLC Question #3-How will we respond when they don't learn?</u> • Use data from school benchmark assessment to establish groups for Literacy Intervention. <u>PLC Question #2-How will we know when they have learned it?</u> • School wide Commitment to include mental math, and math journals in each math class. • Support PLC team meetings • Purchase resources identified by 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. • Teachers will create Curriculum Maps that they will provide to parents in September. <u>PLC Question #1 What is it we expect our students to learn?</u> • Commit to working with District Math Coaches

c) Science Goal Statement: Focus on effective Science instruction in all classrooms to achieve targets set for provincial assessments.

Priorities	Strategies
<ul style="list-style-type: none"> • To improve teacher effectiveness in Science teaching at all levels. • To improve students' level of scientific literacy. 	<ul style="list-style-type: none"> • Daily, include student selected scientific reading component in all Middle School Science classes-. • Teachers will create Curriculum Maps that they will provide to parents in September. <u>PLC Question #1</u> • <u>What is it we expect our students to learn?</u> • 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 Science Mentor • Implement Stepping Out resource into teaching and learning. • Learn and teach reading strategies. • Implement departmental book study initiative to support differentiated instruction. • Participate in community-provided and district-provided enrichment opportunities • Use district-created kits to support hands-on scientific inquiry • Coordinate a school-based Science Fair • Ensure students have frequent opportunities to write in class. • Coordinate off-site field trips that are strongly aligned to SCOs: <ul style="list-style-type: none"> ○ 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

	<p>(Variety of Life)</p> <ul style="list-style-type: none">○ Grade 7: La Dune De Bouctouche (Interactions within Ecosystems)○ Grade 8: Millidgeville Sewage Treatment Facility (Water Systems)
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