

School Improvement Plan Report

School Name: Dr. A.T. Leatherbarrow Primary School

Principal and/or Designate: Lisa Jardine

Date Modified: October 24, 2022

School Strengths	Evidence and Rationale in Brief (What were you using for evidence and why were you using it?)
<p>Indicator 7 – School based staff members create and maintain a learning environment that celebrates diversity, is focused on equity and are vigilant in eliminating barriers and reducing inequities 7.1, 7.2. 7.3 (physically, academically, socially, emotionally)</p>	<ul style="list-style-type: none"> • Information sent home has intentional use of inclusive language • Investment in children’s literature on diverse families • Intentional use of inclusive language used in classrooms • Sponsor and support families in need • Upgraded playground with inclusive structures and ground cover • Ramp built for field • Sledges for skating • Wagons purchased for walks • Alternate seating and resources for classroom accommodations • Kids’ stationary bikes • Chill Room (Sensory Room) • Phys Ed classes modified • Staggered outdoor playtime • Increased outdoor learning time • Pyramid of Interventions • Short Term Interventions Documentation • Incident Management Data and use of school-wide emergency response team (A-Team) • Soft Start • Requests for Services (Literacy, Numeracy, FI, First Nations, Global Competencies, Technology) • Bi-weekly whole school PLC based on Science of Reading • Weekly Grade level PLC • ESST minutes • STEAM lessons • Technology and Innovation Grant • Friday Funnies by Kids

	<ul style="list-style-type: none"> • Kindness Initiatives • Code of Conduct charms • Friendly Helpers • Library • Nature Club • Wednesdays in December • Skating/Swimming • Christmas Dinner • Middles and Littles
<p>Indicator 9 – Processes are in place to ensure the school community is invitational, accessible, and affirming for families 9.1 Families feel they are heard and treated with respect and that staff members are approachable and open.</p>	<ul style="list-style-type: none"> • Copies of student report cards and other important information is provided to both families when they are separated (custody order permitting) • Information is sent to parents in many ways • NB Student Wellness Survey • Attendance data from school events • Weekly school-wide talk-mail/email/text • Monthly school-wide newsletter and calendar • Weekly classroom newsletter • Principal calls to families • Back to School Meet the Teacher • Parent information nights (academic and mental health themed) • Mandatory calls prior to report cards for students not meeting expectations and information provided on how they can help at home • Information shared about the Science of Reading and how parents can help • Common plan meetings, transition meetings etc. for students with additional needs • Reports/Communication with physicians, OT, PT, Psychologists

First Potential Area of Focus for Growth Identified Through Self-Assessment Process

Briefly Describe the Potential Area of Focus:

Indicator 18: There is a culture of reflection, evidence informed inquiry, and innovation designed to achieve positive student outcomes and to advance individual global competencies.
18.1 Staff members engage in ongoing professional learning and research to improve their understanding of current pedagogy, methods, and use of approved online tools.

Evidence & Rationale for your potential area of focus:

- Grade 4 English Reading assessment results from Hampton Elementary
- Final report card data
- Shifted to research-based Science of Reading to teach and inform literacy instruction.
- Students are arriving at school with very little pre-alphabetic skills and oral language skills (vocabulary, comprehension, grammar, articulation) as evidenced by baseline data
- EYE-DA data
- New report cards coming based on Science of Reading

Suggested professional learning opportunities or action items needed to support progress.

- School wide PLC focused on Science of Reading
- EECD Modules
- Purchase of Resources
- Request for support from Literacy Coach
- VP/Kindergarten teacher to take LETRS course
- EAs learning common language and align intervention based on the research for the students with whom they work
- Parent Night explaining Science of Reading and how families can help at home.
- Parent communication on how to help their child using Science of Reading
- Gain a familiarity and use the companion document given by EECD
- Purchase and use Heggerty resource
- Literacy Cafes
- Learn about assessment and data needed in order to move to a new skill
- Follow a common scope and sequence of skills
- Whole school participation in EGLA pilot
- French Immersion program is being aligned to follow the research
- CLT to do a book study on growth mindset (A Mindset for Learning: Mraz and Hertz)
- UFLI Resources ordered for each English Prime Teacher
- Good for Kids literacy intervention
- Soundwall modification to reflect developmental level of k-2 children

Link to PLWEP (if applicable).	
Second Potential Area of Focus for Growth Identified Through Self-Assessment Process	
Briefly Describe the Potential Area of Focus:	Culture and Diversity Indicator 7.4 – The school environment encourages and supports engagement, active involvement and inclusion of each student culturally
Evidence & Rationale for your potential area of focus:	Over the last couple of years, we have had an increase in students with diverse families and cultures. This school year, we have had a 4% increase. It is important that these students and their families feel welcome and supported. Equally as important is that all students understand the importance of welcoming, celebrating, and including all students. First Nation and LGBTQ2S+ education are priorities.
Suggested professional learning opportunities or action items needed to support progress.	Contact Laura Taylor (Subject Coordinator First Nation Education) Arrange First Nations PL to teach staff appropriate First Nations teaching at K-2 Purchase First Nations literature K-2 appropriate Arrange school visit by First Nations Elder Morning announcements to include multicultural information and greetings Apply for Bridging Cultures Grant PL and teach about different cultures and celebrations Engage families in the community to support learning about different cultures French Immersion has a kit to include First Nations education PL day presentation on anti-racism for all staff
Link to PLWEP (if applicable).	