

ASD-S School Improvement Planning

School:	Grand Bay Primary	Ed Center:	SJEC
School Configuration:	Primary	Principal:	Rosalyn Nickerson
School Designate (if applicable):	Rosalyn Nickerson	School Year:	2021-22

School Strengths

In this section, indicate two school strengths and then below, elaborate with both evidence and rationale for that particular strength.

School Strength #1:	Domain 3 - Learning Environment Indicators 17 and 18
Evidence & Rationale for Strength #1:	Evidence = PLC time, school newsletters, talk mails, classroom teacher newsletters, many classrooms use applications such as dojo, email, and teams, professional dialogue among staff, staff input is requested and valued, 25% of students have been referred to ESST to support learners, regular case conferences are held for students with complex needs, use of learning cycle (Plan, do, check, act).
School Strength #2:	Domain 4 - Classroom Practice Indicator 24
Evidence & Rationale for Strength #2:	Evidence = building positive culture (holiday activities, winter carnival, Literacy/Numeracy Nights, Acadian days, etc), Mind Up curriculum, Zones of Regulation, students leaders (announcements and recycle), projects, field trips, use of PALS bus.

Potential Area(s) of Focus from growth identified through self-assessment process

Briefly describe the Potential Area of Focus:	GOAL #1 - Building Blocks of Reading/Science of Reading – Increase knowledge and practice, provide effective instruction based on science of reading, support learners to become readers.		
Evidence & Rationale for your potential area of focus:	Evidence: Provincial Initiative, ELA curriculum development, Although there are no data for GBP specifically, Provincial assessment data from grade 4 feeder school shows reading at 87.9% (English) and 54.5% (FI). Provincial targets are 90%. Students need explicit instruction in the essential components of reading. Global pandemic – students with missed instructional time.		
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices)	Teachers completing 6 building blocks of reading modules (Inspiring Growing Readers) through NBVHS 2020-2023, attending PL offered by district leads, having district leads come to GBP for presentations, school purchasing resources aligned with Science of reading (ie: Heggerty).		
Domain:	Classroom Practice	District Improvement Plan Connection:	Ends Policy 2: Demonstrate continuous improvement by increasing engagement through

			innovative teaching and assessment practices, promoting mental fitness through social-emotional learning.
Sub Domain:	Instructional Planning	Status of Goal:	
Indicator:	New Brunswick global competencies, curriculum outcomes, achievement standards/indicators and available look-fors are the foundation for teacher planning (daily and long-term).		
Second Potential Area(s) of Focus from growth identified through self-assessment process			
Briefly describe the Potential Area of Focus:	GOAL 2 - SEL (Social-emotional learning) - Social-emotional skills are foundational for success in school and in life. Skills such as working with others, building resiliency, achieving goals, and reducing risk behaviours. Social and emotional learning (SEL) enhances students' abilities to understand and self-regulate emotions. develop empathy, create and sustain positive relationships, and make positive decisions. Focus will be to develop these for our students and staff.		
Evidence & Rationale for your potential area of focus:	Evidence: self-identify zones, ongoing stress of pandemic, changes to rules and routines in society, WITS, mind up, guidance sessions, resource group, rainbows, whole school staff/student connections		
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices)	District offered PL initiatives, Provincial initiatives, Learning about Trauma Informed care, WITS Training, building peer relations with student based clubs, Rainbows Program, Play skills, Go Noodle, Yoga box		
Domain:	Systemic School Planning	District Improvement Plan Connection:	Ends Policy 1: Provide positive, safe, healthy, and inclusive learning and working environments for children, youth and staff.
Sub Domain:	Evidence-informed Decision Making	Status of Goal:	
Indicator:	Evidence/data are routinely gathered and analyzed to inform and monitor the goals of the continuous improvement processes in place in the school.		