



CONNAUGHT STREET SCHOOL IMPROVEMENT PLAN

2019-2020 (Year 3 of 3)

Data Snapshot Summary: Our School Survey Data (2 snapshots) 2018-2019 results being used in addition to a formative assessment survey using Plickrs. Results revealed a significant percentage of students (at sample grade 4) do not feel connected to their teachers or are unable to exemplify ways their teachers care for them.

Goal: To continue the implementation of Growth Mindset philosophy school-wide as it influences students’ self-perceptions and perceptions of the adults with whom they interact.

SIP Priority: RESILIENCE (Linked to DIP #1 – Enhance Engagement of all Learners)

Indicators of Success: Our School Survey Results taken twice throughout the 2019-2020 school year will reflect higher percentages of students who assert the belief their teachers care about them and their progress.

STRATEGIES/ACTIONS	IMPLEMENTATION PLAN		MONITORING PLAN			MONITORING UPDATES	
	Responsibility	Timeframe	Evidence	Accountability	Frequency	Impact	Next Steps
<i>(List the strategies and actions for realizing this goal, each in a new row.)</i>	<i>(Who is implementing this strategy/action?)</i>	<i>(In what timeframe/date range will implementation occur?)</i>	<i>(What evidence will be examined?)</i>	<i>(Who is examining the evidence?)</i>	<i>(At what frequency will the evidence be examined?)</i>	<i>(What has been the impact of this strategy/action toward achievement of the goal?)</i>	
Animate the theme “Connections” by using the pop song and marking a school day where students share photos/drawings of the important people in their lives with each other and their teachers. Staff	All Staff under the leadership of administration.	One day in October (TBD)	Formative Assessment Exit Slips (Qualitative Data)	Staff will meet to review feedback collected from student exit slips.	One time and further steps TBD based on the feedback provided.		<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented

participated in a similar exercise at the beginning of the year sharing stories of their lives in an effort to build school team.							
2 by 10 Strategy as described in Doug Fisher’s “Engagement by Design: Creating Learning Environments Where Students Thrive” – the intent of the strategy is to establish trusting relationships with high-risk student. It involves staff having 2 minute conversations with students for 10 consecutive days talking nothing about school – after 10 interactions any topic may be discussed. (Page 20-21)	All Teachers under the leadership of ESS	End of October - June	Teacher feedback provided in staff meetings and referencing CSS’s Pyramid of Interventions. ESS meetings will reference 2 by 10 strategy.	Administration ESS Teachers	Monthly		<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented
Establishment of Classroom Meeting Model using the “Classroom Meetings” guidebook.	3-5 English Prime and French Immersion PLC	October – April – two meetings per homeroom per month – schedule to be provided by each	PLC Meeting Minutes that record updates on SIP strategies, review of pink	PLC will collaborate with administration in reviewing progress	Monthly		<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented

		teacher to the administration.	discipline referrals at the office as they pertain to peer-peer conflict	under the Classroom Meeting model – the PLC will choose one common feedback recording form for easier class to class comparisons. Factors to consider will include class composition and EAL students who have yet to master English expressive vocabulary.			
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2019-2020 (Year 3 of 3)

Data Snapshot Summary: Qualitative feedback garnered from two cycles of Strengthening Families, Strengthening Communities, data collated from CSS Action Research project on Performance and Emotional Regulation

Goal: To maintain existing and foster new partnerships which support the school's focus on resilience and emotional wellness of children and families.

Indicators of Success: Additional cycle of SFSC in 2019-2020, improved NB Wellness surveys and use of newly expanded gymnasium to support family engagement outside of school hours.

SIP Priority: Collaboration and Partnerships (Collaboration is Everything is linked to DIP Priority #3 Build Collaborative Leadership)

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Additional 6 week cycle with 1 booster session for participants and CSS families in the 2019-2020 school year.	ESS Guidance John Howard Society staff PSSC Administration	Winter 2020	Parent surveys both pre and post from SFSC program. Exit slips from booster session on a parenting theme selected in concert with PSSC.	ESS Guidance and JH Staff	At the beginning of the program and at the end of the program. The booster program will have a separate exit slip.		<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented

<p>Family Night in the School launch with opening of school expansion and based on Silken Laumann’s work – Child’s Play spiraling from “Come Play with Me” event in 2019 with guest speaker, Dr. Gupta-Rogers, Psychologist.</p>	<p>Administration PSSC CSSFA</p>	<p>Winter 2020 pilot program</p>	<p>Participation rates, parent survey using Survey Monkey</p>	<p>Administration PSSC</p>	<p>End of March End of June</p>		<p><input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented</p>
<p>Development of a student program in concert with parent chef on the topic of healthy eating and food preparation.</p>	<p>Administration Cafeteria Staff (under the leadership of CSS Parent Chef) with the support of classroom teachers delivering the Health curriculum</p>	<p>Spring 2020</p>	<p>Number of meals being purchased in the cafeteria. Student focus group formative assessment survey twice in the spring.</p>	<p>Administration PSSC Cafeteria contractor</p>	<p>Two times in the spring coinciding with student focus group meeting and assessment.</p>		<p><input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented</p>



CONNAUGHT STREET IMPROVEMENT PLAN

2019-2020 (Year 3 of 3)

Data Snapshot Summary: Data collected during our 2-year Action Research project on Performance and SEL clearly indicates that students are better able to attend to the lesson when they have been pre-taught strategies to self-regulate and when those practices are modeled and practiced by their teachers.

Goal: To expand knowledge of the positive impact of student self-regulation to all staff members as a means of growing student skills and engagement in their own learning.

Indicators of Success: All CSS teachers will use the SEL language in their spoken language with students, within PLC's and with Administration/ESS when discussing students. Students will also effectively use SEL language when describing their emotions.

SIP Priority: PERSONALIZED LEARNING linked to DIP #2 Focus on Formative Assessment Practices to Support Pedagogy and Learning

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Refresher PL for both new and experienced staff on SEL.	ESS Guidance	August 2019	Resources provided to teachers during PL – products of carousel using the Yellow Brick Road Model	All Teachers ESS Guidance Administration	Once		<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented
Reports from Summer Book Clubs Groups:	Teachers	Summer 2019 September/October 2019	Presentation Materials generated by	All Teachers	Each staff meeting (7)		<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon

<p>*Adventures in Teacher Leadership *All Learning is Social and Emotional *Empower *The Engaged Brain</p>		<p>November 2019</p>	<p>each group highlighting the key elements of each book as they pertain to the SIP at CSS and maintenance of a positive school culture</p>				<p><input type="checkbox"/> not yet implemented</p>
							<p><input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented</p>