



Garden Creek School's School Plan 2021-2022

GOAL 1

Data Snapshot Summary:

NEW PLAN... 2021-2022 plan to be revised/updated by new Admin in September.

* End of year survey data from teachers:90% of teachers implemented guided lessons in Literacy and Math and 86% implemented centers as a a main mode of delivering learning to our students . Data shows that comfort level in use of both of these have increased by 13 to 18% and that both skills (94%) and interests (61%) were targeted during this time. Previous survey (Jan 2020) revealed that next indicator could be around goal setting - Indicator 23 as teachers would like to learn more about this.
Parent Survey 2021 revealed that parents would like continued stretch tasks/enrichment for their children

Suggested Next Steps: * Teachers completed a survey on use of Guided Math and their next steps. This can be used for follow up in the fall.

*Staff survey revealed that teachers would like to continue to work on stretch learning and enrichment (indicator 22.4 (indicator from framework)

* Next steps from an Admin perspective,* based on observations, centers need to be tri-layered so that students are working at zone of proximal development.

** Based on conversation with Resource-Admin , teachers need to have a fuller understanding of Policy 322, that ALL students can learn. This could be considered the umbrella of personalized learning - the policy needs to be explored, the roles of ESS, Teachers and EAs to this end - See goal 3

Goal:

All staff at Garden Creek will continue to increase, apply and embed knowledge and practice of personalized learning strategies to increase collective competence in instructional practices by June 2022

**Positive Learning and Working Environment (PLWE)
Component:**

Teaching and Learning

Indicators of Success:

An increase in Our School outcome results
Evidence of consistent language, understanding and use of personalized learning strategies
Evidence of students understanding their personalized learning goals

STRATEGIES / ACTIONS	MONITORING PLAN	MONITORING UPDATES
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Strategies / Actions <i>(List the strategies and actions for realizing this goal, each in a new row.)</i>	Responsibility <i>(Who is implementing this strategy/action?)</i>	Timeframe <i>(In what timeframe/date range will implementation occur?)</i>	Evidence <i>(What evidence will be examined?)</i>	Accountability <i>(Who is examining the evidence?)</i>	Frequency <i>(At what frequency will the evidence be examined?)</i>	Impact <i>(What has been the impact of this strategy /action toward achievement of the goal?)</i>	Next Steps
maintain focus of voice and choice (student agency) in student learning	SPR Lead and Admin in discussion with Core Leadership	Sept - June 2021	minutes of PLC meetings as well as discussions with staff	Admin and Core Leadership	bi monthly at PLC meetings and monthly at staff meetings	Through walk throughs and discussion with teachers , it is apparent that teachers continue to give voice and choice to students in both center choice as well as project choice.	Continue this action
Teachers will identify per growth goals, strategies to practice and embed in their learning environments	Teachers and Admin	due Sept 30 with meetings in October and April if time permits	Goals passed in and coaching conversations with Admin	teachers and Admin	2 times per year	Oct/ November /20 - met with staff, reviewed goals and next steps - grade level partners work collaboratively in planning centers and projects Did not meet in April	Continue this action



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<p>Personalized Learning will be an agenda item at PLC and staff meetings</p>	<p>SPR and Admin</p>	<p>monthly at staff meetings as an agenda item</p>	<p>on the agenda and in minutes</p>	<p>admin</p>	<p>when reading minutes</p>	<p>4 PLC teams are meeting bi-weekly around their goals (K-2, 1-2 FI, 3-5 FI, 3-5 English) PLCS give updates most staff meetings Mary Ann Reynolds gave a PL to staff on guided practice and differentiated centers April 7 and follow up May 2</p>	<p>Continue this action</p>
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GOAL 2

Data Snapshot Summary:

NEW PLAN 2021- 2022

Based on a year end survey, 45% of teachers feel very comfortable and 50% feel somewhat comfortable in their understanding of SEL. This was an increase of 22%. PL took place to further a global understanding of these competencies and a specific emphasis was placed on self-awareness.

Impact on learning: 79% of teachers were able to teach lessons on SEL based on their new understanding and 89% of teachers worked on mindfulness. This had a direct impact on students feeling more calm , secure and confident in the classroom.

Suggested Next Steps based on feedback from last SEL PL with Mark Nickerson: *Continue to further understanding of SEL through book study (SEL strategies and SEL and the Brain)

* purchase French SEL resources

*create a forum for K-2 and 3-5 based around emotional safety similar to Our School Survey

Goal:

Staff will become knowledgeable and apply social-emotional competencies to support each other and students

Positive Learning and Working Environment (PLWE)

Relationships

Component:

Indicators of Success:

*Teachers will have an understanding of the components of social-emotional learning

* Students will have a better awareness of self and apply a growth mindset approach to daily learning and growing

STRATEGIES / ACTIONS			MONITORING PLAN			MONITORING UPDATES	
Strategies / Actions	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>	



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<p>Professional Learning around Social-emotional learning</p>	<p>Admin/Core Leadership/leads</p>	<p>September 4, January 6, April 21</p>	<p>Number of professional learning sessions given and applied in student learning</p>	<p>Admin, Core Leadership</p>	<p>twice a year</p>	<p>Trauma informed PL on September 4, videos on pillars of SEL on January 6, Full SEL training given by Mark Nicholson on April 21 - teachers have a better understanding of the pillars of SEL . Teachers completed an inventory to determine next steps for student support</p>	<p>Continue this action</p>
<p>School-wide learning on pillar of self-awareness and self- management over the announcements and in-class lessons (growth mind set and resilience), parents are also informed of these strategies so that they can apply them at home as well</p>	<p>health promoting schools committee/ Admin / homeroom teachers</p>	<p>January - May 2021</p>	<p>*daily announcements on a variety strategies for students, information given to staff and use of this by the staff *sent home via weekly school updates</p>	<p>Admin</p>	<p>during the course of January - May</p>	<p>Announcements were set up to encourage student participation around ways to incorporate the strategies into their daily lives of learning and growing. Some classes made murals as well. Parents were informed of these strategies via the weekly emails.</p>	<p>Continue this action</p>



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GOAL 3

Data Snapshot Summary:

NEW PLAN 2021-2022 - possibly Global Competencies: increasing staff and student understanding and application of global competencies - work was done around this through Meredith Briden and Sarah Farquhar - artwork to be revealed at beginning of year - weekly overview of the competencies were done on the announcements and somewhat in class. Some work was done around this in the past as well.

- refer to 2019 plan (hard copy): important work had been ongoing around staff culture and the staff sense of emotional safety and positive relationships. When the pandemic hit, we left off at a PL around Fierce Conversations as we were at the point where we needed to have these conversations in a feeling of safety to move forward as a team. Tina Estabrooks (NBTA) had done work with us and was willing to come back for round three. We felt that the 2020 school year was not the year to move forward with this considering the obvious stress from Covid.

Goal:

Positive Learning and Working Environment (PLWE) Teaching and Learning

Component:

Indicators of Success: