



's School Plan 2022-2023

GOAL 1

Data Snapshot Summary:

In May 2020, the Core leadership team concluded a data walk. Focusing on Our-school surveys and conversations around the Provincial Improvement Framework and indicators, we concluded two main themes from the data; 1) communication (sharing of data with each other Indicator 3/30, learning intentions/targets Indicator 23) 2) engagement (socially, intellectually, SEL competencies) are our focus. Currently in June 2022, each teacher has a personalized method of tracking numeracy and literacy data for their students. Our intention is to arrive at a collective understanding of the specific data we will collect at each level, how frequently it will be collected and how it will be shared.

Goal:

By June 2023, we will embed the practice of collecting agreed upon literacy and numeracy data across the K - 8 grades allowing for efficient and effective collection, sharing and storing of data for all students. (Indicator 15 (triangulation of data)). To be intentional at each team meeting to discuss data and trends. Next steps will become part of the language when discussing data at BCS.

Positive Learning and Working Environment (PLWE) Component:

Improvement Process

Indicators of Success:

Teachers are using evidence-based interventions to support targets and are recording data consistently. Teachers take responsibility for teaching students with diverse learning needs and ensure all supports are in place (Indicator 30.2) when data is showing little to no growth. Teachers are having conversations with colleagues around celebrations, sharing of strategies to improve data collection and what works for them. Principal will look at the data and have conversations from their observations around the data.

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>Share with your team (K-2, 3-5, 6-8) which tracking method you are using for Math and Literacy currently. Identify the purpose of data collection and the why. Agree upon a template/location for housing the data.</p>	<p>All teacher</p>	<p>September</p>	<p>Team meeting notes, data collection shared on team sites</p>	<p>Principal</p>	<p>Monthly</p>		
<p>Once during each reporting period, all literacy teachers and all numeracy teachers will meet to share updates on their tracking method and their data collected. Subject areas will discuss next steps.</p>	<p>Literacy and Numeracy Teachers</p>	<p>November, March and May</p>	<p>Subject area minutes, shared data, next steps discussion.</p>	<p>Principal</p>	<p>3 times per year</p>		



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GOAL 2

Data Snapshot Summary:

Data pulled from student surveys during the 2021-2022 school year indicate areas for improvement to assist students in developing self-awareness, mental fitness, feelings of connectedness and voice. NB Student Wellness Survey 2021-2022 (Grades 6-8) Needs Highly Satisfied by School (37.8%), I feel free to express myself at school (17.3%), I feel I belong at my school (25.4%), Perceived mental health as very good or excellent (35.8%) EECD School Improvement Survey Grades 4-5 I feel I belong at my school (76.5%) School absenteeism rate (unexcused absence) - much higher than previous years.

Goal:

By June 2023 we will increase students' reporting of involvement in decision making and connectedness to their school and community. Number of students missing more than 20% of the year due to unexcused absences will decrease. (PLWEP - Relationships)

Positive Learning and Working Environment (PLWE) Component:

Relationships

Indicators of Success:

Students will be at the helm of many organized activities that involve their school or community and will speak positively of their strengths and capabilities as leaders and participants in the school. Students, particularly in the upper grades, will show a desire to participate in school-wide initiatives such as dress up days and fundraisers. Teachers, will have the opportunity to interact with students across multiple grade levels during school wide events thus increasing the number of positive adult interactions a students has. Absenteeism rates will decrease.

STRATEGIES / ACTIONS			MONITORING PLAN			MONITORING UPDATES	
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<p>We will hold monthly student/staff organized assemblies to bolster school spirit and celebrate success</p>	<p>SPR</p>	<p>Monthly</p>	<p>Assembly with student and/or staff participating. Monthly recognition awards (K.I.D.S)</p>	<p>Principal</p>	<p>Monthly</p>		
<p>Intentional opportunities for vulnerable students to play an active and on-going "helping" role within the school.</p>	<p>All staff</p>	<p>Monthly</p>	<p>A list of vulnerable students will be compiled as well as possible actions they can partake in on a regular basis to be of support to a staff member or younger student in the building. Each staff member will take the lead on one initiative per school year.</p>	<p>ESS-T</p>	<p>November, March, May</p>		