

ASD-S School Improvement Planning			
School:	Macdonald Consolidated School	Ed Center:	HEC
School Year:	2022-2023		
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:	Small community school, community partners, school wide initiatives, proactive positive reinforcement, awareness of mental fitness and resilience, systematic strategies for identifying students that require interventions both behavioral and academic. School wide approaches and practices, Ongoing, collecting and analyzing of data to improve overall student success.		
Evidence & Rationale for Strength #1:	student development data is gathered and monitored for supports. Use of student surveys, in class assessments, ESST meetings, electronic data shared yearly, awareness of interventions, participation in student driven initiatives, working with co-op opportunities,		
School Strength #2:	School Leadership team is strong and cohesive. School has a shared decision making, ensuring, maintaining and changing school's PLWEP and RTI to ensure student success is achievable for all students.		
Evidence & Rationale for Strength #2:	school wide responses to strategies to further engagement, approachability, collaboration to eliminate barriers and reduce inequities. Ongoing PL opportunities, use of higher order questioning and exploring, collaborative dialogue, prevention and response, monitoring for effectiveness, and continue to explore overall health and well-being.		
Potential Area(s) of Focus from growth identified through self-assessment process			
Briefly describe the Potential Area of Focus:	Social Emotional Learning		
Evidence & Rationale for your potential area of focus:	New Brunswick wellness data shows that school connectedness is only at 56%. Due to covid our school was not able to do many school wide activities that create cohesiveness.		
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices)	Laura Gatien and Associates, Kevin Cameron, Dr. Chorney, Overcoming Obstacles, Christine Zimmer, Social Emotional Workshop.com, Social Emotional Learning, Social Skills and Character Education for grade 3-5.		
Link to the PLWEP (if appropriate)	Goal #2 To build capacity and resiliency for children in grades K-8 to develop skills related to a safe learning environment		
Update on this area of focus (if applicable):	As a school community, our focus for this year was to engage the students with language that was sequential in nature from K-8. We build on language each year to provide students with dialogue to express emotions and feelings. We have been using the district newsletter, more focused guidance classroom visits, Mindful Mondays provided by teachers, random acts of kindness and catching kids being mindful toward self and others. Councillor in Classrooms, Student Pulse Surveys, 10 minute daily SEL in french and English, 4r Healthy Relationships, Ring Bells, for Mental Health, monthly planning, message boards, plc's, sharing of assessments and resources, stretch activities, modelled lessons, co-constructing with students, STEM, outdoor learning, project based and high experiential learning,		

authentic context learning, first nation language embeded, talking circles, blanket exercises, cultural flags, first aid training,SOS, student leadership led initiatives, Staff reading - Kids These Days, Improve Every lesson with SEL, The Formative Five.

Please use the drop-down menus below to categorize your potential area of focus.

Domain:	Learning Environments	District Improvement Plan Connection:	Ends Policy 1: Provide positive, safe, healthy,
Sub Domain:	High Expectations	Status of Goal:	In Progress - Goal Modified
Indicator:	There is a culture of reflection, evidence-info		

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

Briefly describe the Potential Area of Focus:	Engaging Families and Community
Evidence & Rationale for your potential area of focus:	Covid left us with no volunteers due to restrictions in building. We are attempting to rebuild connections and make new ones.Many new families in the area. Reaching out to them through the school to promote community awareness and connectedness.
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices)	Rebuild staff/team connections, student and parent wellness surveys,district pl opportunities, ensure effective communication between partnerships and stakeholders,transparency of needs and wants,provide forums for conversation with families and students ensuring representation of all economic backgrounds,intergrating volunteers ,recognize and welcome families,and ensuring inclusivity.
Link to the PLWEP (if appropriate)	not at this time
Update on this area of focus (if applicable):	FB page, info shared with PSSC and student families via talkmail, instagram and youtube channel.Possibly of connecting with twitter.

Please use the drop-down menus below to categorize your potential area of focus.

Domain:	Systemic School Planning	District Improvement Plan Connection:	Ends Policy 4: Maximize the engagement of t
Sub Domain:	School Improvement Planning	Status of Goal:	In Progress - Goal Modified
Indicator:	Varied means of communication are in place		

Check the box if you would like to add a third potential area of focus.