

Champlain Heights School Improvement Plan Goals 2020-2021

School Name: Champlain Heights
Principal and/or Designate: Kathy Young
Date Modified: October 1, 2020

School Strengths			Evidence and Rationale in Brief (What were you using for evidence and why were you using it?)			
<p><u>Leadership and Teaming</u> - 11.2 VE (school leaders provide staff and students with thanks and other recognition for contribution and accomplishments) - Evidence - cards, e-mails, 'Chomper's Community Celebrations; 11.3 VE (School Administrators are visible throughout the school community and model quality interactions with staff members and students. , 11.4 VE - The principal ensures structures are in place to observe and provide ongoing feedback for teachers using NB curriculum documents, available look-fors and standards.</p>			Teacher and student perception data			
<p>2.2 VE – Staff members are engaged in continuous job embedded professional learning. Evidence – PLC team site, # of request for supports from each team, continuous updating of team SMART goals. 6.1 VE – School leaders are actively involved in creating and furthering an inclusive school culture</p>			Teacher, student perception surveys. Observations, conversations.			
School Goals/Area of focus for growth	Progress	Evidence and Rationale in brief using it?	PL opportunities	Data and timeline	Link to DIP/10-year plan	
<p>Growth Goal #1 – Staff learning from each other: Strategy - 'Open Doors' (AKA – Pineapple Charts) ~Chart will be set up in the main staff room, teachers can add themselves to the schedule for a time when they will welcome a colleague into their classroom to observe a lesson.</p>	In Progress	<p>(SE) 14.3 Educational staff members participate in observation, coaching, and structured feedback opportunities with peers, scores low in teacher perception survey traditionally.</p>	<p>Articles to read: 'Open your door: Why we need to see each other teach' by Jennifer Gonzalez. 'How Pineapple Charts revolutionize professional development' by Jennifer Gonzalez.</p>	<p>By the end of January 2020, each teacher will have had the opportunity to observe a colleagues lesson/teaching at least once. By the end of June 2020. Each teacher will have had the opportunity have a lesson/teaching observed by a colleague at least once.</p>	<p>DIP – To build capacity within school communities and have high functioning PLC Ends Policy #2 – to demonstrate continuous improvement toward meeting provincial targets</p>	
<p>Growth#2 - Co-planning and co-teaching of resilience (SEL) in collaboration with Guidance and/or another teacher, with the goal of embedding instruction of this in the classroom. (Many resources have been purchased for this in the last 2-3 years – Mind-Up curriculum with all books listed in the curriculums, Zones of Regulation, We thinkers program, WITS and all books purchased).</p>	In progress	<p>(SE) 14.3 Educational staff members participate in observation, coaching, and structured feedback opportunities with peers, scores low in teacher perception survey traditionally.</p>	<p>Books 'How to Co-Teach – A Guide for general and special educators – by Elizabeth A. Potts and Lori A. Howard is available to teachers as a reference.</p>	<p>By the end of June 2020 – each teacher will have: Chosen a colleague to co-teach Planned a lesson (SEL) at least once Delivered a lesson together – due to Covid-19 restrictions this will be tabled to next year.</p>	<p>DIP – To build capacity within school communities and have high functioning PLC Ends Policy #2 – to demonstrate continuous improvement toward meeting provincial targets</p>	

VISION – Inspiring Lifelong learning through exploration in a safe place.

MISSION – We will strive to meet the needs of the whole child by providing opportunities to learn in many different ways in a safe environment. As staff, we will empower students to realize their self worth and individual potential in their journey to become productive citizens.