



School: Davie Jones Elementary

Principal: Michelle Davis

Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

For the 2020-2021 school year, DJE remains committed to creating and building a positive, safe, connected, and caring community. Our goals as a school staff this year are:

1. Keep them safe
 2. Lower their anxiety about the current situation
 3. Make them laugh
 4. Make them feel loved
 5. Teach them something
- All. In. That. Order

B. Rationale

- Through the class review process we learned that our students are friendly and kind, but could use help with conflict resolution skills and restorative justice. We also know that many of our students are anxious.
- We know that some students do not grasp the impact their words and actions have on others and have a lack of awareness of the feelings of others. Many of our students struggle with respectful speaking and listening skills and sportsmanship skills.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue with Mind-Up, Social Thinking in most classrooms
- Continue living our school values of kindness and community
- Instill empathy and gratitude through school-wide events (COVID-19 style). Continue with staff, student, and parent gratitude board
- Counselor available to do class-wide teaching for empathy and gratitude
- Work on the skills for conflict resolution through a lens of compassion and restorative justice
- Continue with the focus of engaged learners being connected and feeling loved and cared for, where staff and students have a safe and comfortable classroom where all individuals feel understood
- Building on the Collaborative Support Model, allowing time and space for the adults to learn from one another at staff meetings
- Counselor, child-care worker and support teachers working with small groups of students to teach explicit skills

D. Evidence / Data (How will you measure success?)

- MDI
- Voices of students through conversations
- Hearing students and adults using common language
- Less peer conflicts during unstructured times

Principal:

Superintendent:

Board Chairperson:

Date:



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Given the COVID-19 pandemic and the suspension of in-school learning during the 2019-2020 school year, DJE's inquiry this school year will still focus on ensuring that students are explicitly taught school-wide strategies to be more focused. We wonder whether students have retained the skills to become more self-regulated learners after a six-month break from school, and returning to an environment that is unfamiliar to them.

B. Rationale

- Through the yearly class review process, there have been improvements in the abilities of students to recall self-regulation strategies that have been taught school-wide yearly. We hope to continue to build on the foundation we have created
- We know our students are hands-on learners and learn by doing
- We know that our students need to be emotionally regulated before they are able to process academic tasks
- We have seen the benefits of common language as students transition from primary to intermediate classrooms
- We understand that we may have to take a few steps back before moving forward and acknowledge the importance that learning takes patience and time

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue with Mind-Up, Social Thinking in most classrooms
- Continue school wide mindful minute over the announcements every morning
- Continue with the focus of engaged learners having an opportunity for a variety of learning experiences, and encourage students to take risks and be comfortable making mistakes
- Continue with individual sensory kits, class-wide strategies and specific sensory circuits

D. Evidence / Data (How will you measure success?)

- MDI (with a focus on connection to adults at the school)
- Voices of students through conversations
- Hearing students and adults using common language
- Students advocating for their learning style and being able to self-identify when they are unregulated

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Date: