



School: Glenwood Elementary
Principal: Anelma Brown
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: Social Emotional Learning (SEL)

How might we create a self-regulated school where all students can feel safe and can independently make positive choices with respect to treatment of self, others and the building?

B. Rationale

Teaching SEL skills (self-regulation strategies) to students will help improve their academic achievement. Studies have shown that the common denominator among different types of schools reporting academic success is that they have a systematic process for promoting children's SEL (e.g. school-wide mentoring programs, creative modifications of traditional consequence/discipline procedures, and structured and embedded classroom time devoted to social and emotional skill building, group problem-solving, and team building).

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

- Explicit teaching about healthy relationships, using Walk Away, Ignore, Talk it Out, Seek Help (WITS), Zones of Regulation, Restorative Justice (especially in office referrals), positive behaviour language (PBIS) and creating a culture of multi-age connections and belonging. Using mindful practices and real-life social skill examples during assemblies via video and skits, and yoga/mindful practices in class.
- Raising awareness of the core competencies and connect these to the First Nations story, *The Six Cedars*. We will weave this into our House teams - Indigenous Trees, a system that recognizes prosocial behaviours, and First Peoples' Principles of Learning.
- Focusing on school culture - leadership, multi-aged connection, fostering belonging through High 5 Club, and PODs.
- Creating lunchtime activities where staff and parents supervise and interact with students in semi-structured manner.

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

- Middle Years Development Instrument
- Tally of office referrals/ records
- Student Learning surveys

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal

Goal 2: Literacy

How can we encourage and enable students to voluntarily and independently read good fit books and engage in other literacy activities?

B. Rationale

We want to create a world where everyone is reading their way to a better life. Research shows that reading for pleasure can promote better health and well-being, aid in building social connections and relationships with others and is associated with a range of factors that help increase the chances of social mobility. We aim to improve the literacy skills of our students who are *not yet meeting* by:

- a comprehensive approach to reading instruction;
- articulated standards with data used to monitor progress and inform instruction;
- the resources and professional capacity to ensure effective delivery; and
- providing effective intervention for children experiencing difficulties.

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

- Getting data on readers who are *not yet meeting*, and working with them on a reading intervention program RISE (gathering data through benchmarks, Early Primary Reading Assessment and Intermediate Reading Assessment).
- Ensuring our library has a healthy budget to buy good fit books.
- Doing Global Read Aloud, DEAR, reading to self and others, listening to stories, buddy reading and a *Book for Your Birthday* initiative.
- Ensuring we have a literacy rich environment.
- Reading stories in assemblies, especially Pod/House Team assemblies.
- Teachers working with the district helping teacher.
- Reflecting on teaching practice with School Teams.

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

- Intermediate Reading Assessment
- Early Primary Reading Assessment
- Performance standards/assessments/report cards
- In dialogue with students, have them reflect on the value of the good fit books through personal stories

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