



School: Harry Hooge Elementary
Principal: Laura Brandon
Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

At Harry Hooge Elementary, we are passionate about Social Emotional Learning (SEL) and the well-being of staff, students, and families. We plan to continue digging deeper into SEL as COVID-19 is having a significant impact on our entire community. Now more than ever, we are leaning into each other for support, connection, and encouragement. Specifically, we are wondering: How can the Harry Hooge community continue to expand its understanding of our collective wellbeing, respect our cultural diversity, actively practice self-compassion, and monitor our progress?

B. Rationale

We have devoted considerable efforts to developing a school-wide SEL framework known as CARES. This represents our community's values of Communication, Acceptance, Respect, Engagement and practicing these values makes us Spectacular. We want to continue to evolve our framework to incorporate more aspects of SEL into all aspects of our learning at Harry Hooge. We plan to continue strengthening a positive culture, engaging in meaningful collaboration, place-based learning/acknowledgement of our land, and active engagement in self-care strategies.

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

Positive School Community: Continue with CARES implementation (positive reinforcements/celebrations; data tracking system implementation); Create "house teams" linked to The Six Cedars to reinforce core competencies; Spirit Days; Friday "HHE wear" days to show our school pride; staff appreciation (coffee cart, staff shout outs); Continue on our fourth year as active members of the Heart-Mind and Wellbeing pilot project in collaboration with the Dalai Lama Centre.

Collaboration: While COVID-19 makes it challenging to collaborate in person, we are seeking new opportunities to stay connected. EA/classroom, teacher/support, and teacher weekly collaboration meetings; investigate ways to release classroom teachers to work together; break-out groups at staff meetings; collaboration time on non-instructional days; two JECIC groups focusing on literacy and mindfulness; staff making efforts to share resources and support each other.

Place-Based Learning/Cultural Identity: (1) Invite elders, ARMS, Dan the Recycling Man and other presenters to teach about the natural land around our school (animals, plants) and respect for the environment. (2) Explore lands in our community and forest area around our school. (3) Purchase more resources to support learning of Indigenous themes. (4) Class/school projects/events such as Take me Outside Day and the stream keepers waterway stewardship program; clean-up garbage.

Self-Care: Monthly staff socials; exercise clubs for staff; sharing staff expertise (knitting club, meditation, yoga); book clubs; school-wide soft starts. All self-care activities will meet COVID-19 guidelines.

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

- MDI data
- Student Learning Survey results
- Staff input and participation in self-care activities
- School and class participation in place-based learning activities on our land and the surrounding parks
- Development of regular systems of collaboration so staff can learn from each other and support student learning
- Use and staff feedback of our data tracking system (CARES Sharepoint)
- Number of CARES Cards allocated and corresponding school celebrations
- Student and parent survey data collected for Heart-Mind in Schools Pilot Project
- Points earned by House Teams for participating in Spirit Day activities

Principal:

Superintendent:

Board Chairperson:

Date: