



School: \_\_\_\_\_

Principal: \_\_\_\_\_

Director/Assistant Superintendent: \_\_\_\_\_

**A. Goal (One goal per page)**

**B. Rationale**

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

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

Principal:

Superintendent:

Board Chairperson:

Date:



School: Highland Park Elementary  
 Principal: Brandy McIntyre  
 Director/Assistant Superintendent: Jovo Bikic

**A. Goal (One goal per page)**

For students to experience an increased sense of school belonging, positive school climate, and positive connections with adults in our school.

**B. Rationale**

- Middle Years Development Instrument (MDI) (Spring 2021)
- Empathy: understanding and sharing the feelings of others
- “I care about the feelings of others” — Grade 4 (74%) and Grade 7 (77%) have a high connection to this statement.
- Pro-Social Behaviour is about taking actions that benefit others — Grade 4 (33%) and Grade 7 (14%) have a high connection to this statement

Number of Important Adults at School:

- Grade 4: 2+ adults (59%), one adult (15%), none (26%)
- Grade 7: 2+ adults (38%), one adult (24%), none (38%)

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

1. Whole-school celebrations (spirit/theme days, spirit wear, treat days, PAC events)
2. Whole-school community support (raising awareness and raising funds as a school community)
3. Activities that promote within grade and across grade community building
4. Student leadership and peer models to plan school wide events, apply for Student Wellness Grant
5. School to demonstrate inclusionary practices such as giving more equal time to holidays and celebrations from cultures represented in our school
6. Adult check-ins with students

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

- MDI for grade 4 and 7
- School-wide pre and post survey on sense of belonging and school culture

<b>Principal:</b>	<b>Superintendent:</b>	<b>Board Chairperson:</b>	<b>Date:</b>



School: Highland Park Elementary  
 Principal: Brandy McIntyre  
 Director/Assistant Superintendent: Jovo Bikic

**A. Goal (One goal per page)**

Focused and intentional learning and teaching of high impact self-regulation strategies to increase students skills in self-regulation. Skills can include awareness of self-regulation, including language of self-regulation, as well as the application of strategies.

**B. Rationale**

- Middle Years Developmental Instrument (MDI) data from last year's report (Winter 2021)
- Ability to self-regulate (short term) Grade 4 (50%) and Grade 7 (43%) of students able to consistently self regulate
- Ability to self-regulate (long term) Grade 4 (38%) and Grade 7 (51%) of students able to consistently self regulate

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

1. Whole school review of HPE mission statement/code of conduct as foundation of school
2. Teacher and students identify whole school and specific class needs in SEL (eg. peer modeling for grades 6 and 7 student leaders, zones of regulation, Peace Table, physical literacy, introducing SEL tools)
3. Social Emotional Learning strategies modeled at staff meetings for use in classrooms (SPARK)
4. Planning for whole school mindful moments
5. Mindful Mornings for students: mindfulness, deep breathing, stretching, positive statements
6. Provide basic needs to students (breakfast/lunch program, food/clothing from community partners)
7. Student leadership team to apply for SEL district grant with a focus on whole school self-regulation learning
8. Teaching peer modeling to grades 6 and 7 student leaders so they become role models for younger students and learn the language to encourage positive actions
9. Mindful Mornings offered to students Mondays and Wednesdays (20 minute mindfulness, stretching, breathing to help transition students into their school day)

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

- MDI (Fall 2022) Grade 4 and 7
- School-wide pre and post survey on short and long term ability to self-regulate.

Principal:

Superintendent:

Board Chairperson:

Date: