



School: Maple Ridge Elementary
Principal: Donna Servant
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: Strengthen our sense of community and belonging by focusing on relationship-building, inclusion, and social/emotional regulation.

B. Rationale

People learn best when they feel connected to a caring community that makes it safe to take risks. Rita Pierson says, "No significant learning can occur without a significant relationship." Human connection is key. Teachers need to be able to attune to the needs of each child. Children benefit when the adults in the building model healthy relationships with each other and engage authentically with the students in front of them.

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

- Explicit teaching about healthy relationships.
- Raise awareness of the core competencies and connect these to the First Nations story, *The Six Cedars*. We will weave this into our existing House Points system that recognizes prosocial behaviours.
- Greeters at door.
- Lunchtime activities where staff and parents supervise and interact with children by playing games, doing art, reading together, and building.

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

- Middle Years Development Instrument
- Tally of Social Emotional Learning Incident records
- Student Learning surveys

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal

Goal 2: Develop all learners as readers.

B. Rationale

Middle Years Development Instrument data tells us that only a small number of our students read for enjoyment. Yet many engage in over two hours of screen activities each day. We aim to connect student identity to literacy. Providing opportunities to engage in meaningful, authentic, pleasurable experiences with texts of their choice can develop positive attitudes toward reading. Many of our children just don't read well enough to be able to comprehend texts, they don't practice, and they don't see themselves as readers.

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

- Greater involvement in school teams.
- MRE's intermediate teachers are a focus group for the literacy workshops.
- Targeted intervention through use of green folders for our struggling readers.
- Welcoming volunteers and big buddies to read daily with children.
- Participating in district literacy initiatives that offer funds for new classroom libraries.
- Innovative ideas shared for refreshing classroom libraries.
- Monthly "Drop Everything and Read" events.

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

- Portal Summative Data (Performance Standards Assessments).
- Middle Years Development Instrument.
- Teachers have worked together to create a digital tracking sheet for all of our readers that are not yet meeting expectations and minimally meeting.

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