



School: Maple Ridge Elementary
 Principal: Barbara MacKinnon
 Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

Literacy

To develop self-assessment/reflection skills so students can set meaningful goals and access strategies to meet them. This applies across disciplines, but our focus will be on literacy.

B. Rationale

Student Learning Survey (SLS) results indicate that knowledge about self-assessment and clarity around quality of work is an area for growth. Students benefit from knowing themselves and others as learners, being able to articulate clear goals, and being supported with strategies and feedback to create and meet those goals (Serravallo, 2015). Making learning visible recognizes diversity as well as commonalities among students. Goal setting is an integral aspect of the Student Inclusive Conference that is part of SD42 reporting practice.

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

- School-Based Literacy Committee/Joint Educational Change Implementation Committee (JECIC) grant
- Sharing learning at staff meetings, school-based professional development, and teacher collaboration
- Students write and talk about their learning (self-assess) — what they notice, their successes, and struggles in small or large group settings with varied audiences
- District literacy helping teacher/school teams to support professional development around goal setting, rubrics and helping students to develop and practice literacy strategies
- Use of student inventories such as, “What Can I Work on as a Reader?” (Serravallo) and “Who Are You as a Reader?” (Pernille Ripp)

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

- Classroom-based formative assessments, class generated rubrics, B.C. Performance Standards, anecdotal evidence, observations, and self-reports
- Early Primary Reading Assessment (EPRA), French Immersion Early Primary Reading Assessment (FIEPRA), Intermediate Reading Assessment (IRA) and other teacher-based formal and informal assessments
- Student and family surveys including Student Learning Survey (SLS) and Middle Years Development Instrument (MDI)
- Collaborative goal setting during Student Inclusive Conferences

Principal:

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Board Chairperson:

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A. Goal (One goal per page)

Social Emotional Learning (SEL)

Staff will implement Social Emotional Learning strategies to increase personal mental health and well-being.

Students will develop and use SEL skills and strategies to create a foundation for safe and positive learning and increased resilience. By developing these skills and strategies, students will deepen their sense of belonging in the school community.

B. Rationale

Staff members have identified the continuing importance of maintaining their own mental health and well-being and, in turn, are better able to support students' academic performance, strengthen relationships, and build a sense of community.

Strong SEL skills improve resilience, which continues to be a critical need for all of us during the pandemic. Research links social emotional skills with improved academic achievement, social interaction, and behaviour. A students sense of belonging is connected to their self-efficacy and understanding of themselves as learners.

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

- Practices from Compassionate Systems (Senge) and school and district SEL committees included in staff meetings and professional development days. A Staff Social Emotional Learning Opportunities (SELO) grant has been awarded.
- Collaboration to share lesson plans, resources and activities, eg., MindUp, Zones of Regulation, Everyday Anxiety Strategies for Education (EASE)
- SEL themes and strategies incorporated into morning announcements and assemblies
- Implementation of trauma-informed practices
- Visual displays and school communications that promote a school culture of kindness, resilience, and belonging
- House teams and school-wide spirit days to highlight pro-social behaviour, connectedness, and sense of community.

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

- Minutes and notes from school based SEL committee
- Middle Years Development Instrument (MDI) data
- Tracking student SEL incident forms
- Student Learning Survey (SLS)
- Anecdotal data from teachers and staff

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Superintendent:

Board Chairperson:

Date: