



School: Maple Ridge Elementary

Principal: Barbara MacKinnon

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

To create a stronger writing culture in the school community. Our goal is to help students build and demonstrate a growth mindset and to increase confidence, excitement, stamina, resilience, and willingness to “dig into” their writing.

B. Rationale

Data based on BC Performance Standards indicate that there is a slight drop in the percentage of students who meet or exceed grade level expectations in writing. Anecdotally, teachers notice an overall reluctance among learners toward writing. Some students are hesitant to begin written tasks and seem to give up easily. Their writing attempts are perfunctory and limited to superficial uses of language, sidestepping the artistic, poetic, comic and theatrical uses of language that are possible. Students seem to be dependent on using digital writing tools (spellcheck, auto-correct) and/or often rely on adult assistance.

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

- Evaluate and extend professional resources about writing and growth mindset
- School based Literacy Inquiry Proposal to work with Faye Brownlie (approved)
- District helping teacher support and resources for student self-assessment and goal setting
- Co-teaching and collaboration with librarian and prep teachers as well as teachers observing in each other’s classrooms. Sharing strategies at staff meetings.
- Showcasing student writing, e.g., at assemblies, on bulletin boards, during morning announcements, Writing Blasts and school newsletters
- Storytelling collaboration with Aboriginal Education Department

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

- Summative reporting data based on BC Performance Standards
- Student Learning Survey (SLS), Middle Years Development Instrument (MDI)
- Street data (Shane Safir and Jamila Dugan) — teacher/support staff conversations with students, observations in classrooms and anecdotal records)
- Classroom based formative assessment including student self-assessment

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A. Goal (one goal per page)

To help students understand challenging emotions and explore ways to develop resilience.

B. Rationale

A commonly used definition for resilience is “the ability to bounce back from adversity.” Data from the Middle Years Development Instrument (MDI), the Student Learning Survey (SLS), and anecdotal reports from staff indicate that this is an area for growth in our learning community. Supporting resilience in our learners promotes well-being, health, and academic achievement. We recognize that a sense of belonging and security are foundational for resilience in learning, at school, and in life. As part of raising awareness and providing explicit teaching about resilience, we look to Indigenous teachings, as well as to the diverse cultures and communities which represent our students.

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

- Building attachment within the greater school community through assemblies, buddies, extracurricular events, morning announcements and sports
- School-Based Professional Development – Monique Gray Smith’s online course, “Ripples of Resiliency”
- Staff participation in district Deepening Indigenous Ways of Knowing (DIWK) sessions with Leyton Schnellert
- School child care worker (CCW) – collaborating with teachers, facilitating in-class lessons, and small group work to help students develop a toolkit of strategies for developing resilience.
- School counsellor working with students to develop emotional literacy – naming and understanding feelings such as fear, anxiety, anger, sadness, guilt, embarrassment, etc.
- School-wide use of the WITS program for independent problem solving

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

- Using “Street Data” (Safir and Dugan) that includes observation and anecdotal reports by staff, specifically about language students use to describe emotions and how they handle everyday stressors to persevere when they are learning new things.
- ASW and CCW reports
- SLS Data, e.g., from responses to, “When I am facing difficult tasks, I keep trying until I succeed,” or “I believe I can be successful in almost anything I set my mind to.”
- Optimism scales on the MDI

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