



**School:** Yennadon Elementary  
**Principal:** Lisa Lawrance  
**Director/Assistant Superintendent:** David Vandergugten

## A. Goal

Goal 1: How do we continue to support our students to become successful readers and writers?

## B. Rationale

COVID-19 has created more gaps in student learning. Staff are required to meet their students where they are at to fill in the gaps and provide remediation where necessary. Our school continues to have a high number of students lacking some basic skills, specifically in reading comprehension and writing. We have on average a third of our students who are not fully meeting in reading and writing, with the highest number being our current Grade 5s.

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

- Continue to support teachers in developing strategies to meet the inclusive needs of all their students
- Begin to build program consistency and continuity that specifically addresses deficits in reading and writing
- Develop consistent assessment and use of the performance standards throughout the year
- Implement school-wide assessment (EPRA, IRA, QCA, school-wide write) with opportunities to mark collaboratively
- Provide targeted primary support using Reading Simplified
- Work with our district literacy helping teacher to support our goals
- Collaborate with our Aboriginal support worker to further support at risk students
- Organize a reading conferencing literacy lunch with Denise Upton in January
- Participate in the writing strategies workshop offered by the district in January
- Provide professional development for teachers around the topics of reading and writing
- Offer book tasting events to help students expand their interests of what literature is available
- Participate in school teams around the topic of writing
- Facilitate school growth plan discussions at staff meetings around inclusive practices of teaching reading and writing
- Provide technology for students with written output difficulties and those who need support with reading
- Teach lessons using our new outdoor literacy kits/wagons

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

- End of year report card data
- District assessment data

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



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## A. Goal

Goal 2: How do we improve students' ability to self-regulate and develop a sense of connectedness/belonging for all school community members?

## B. Rationale

During this phase of the pandemic, many of our students are coming to school unable to self-regulate. They do not have the tools they need to focus and pay attention, keep their emotions in check, adjust to change, or handle the frustration that is sometimes a part of interacting with others or learning something new. As students get older, they are challenged to direct their behaviour toward a goal. Learning is impacted by an inability to self-regulate. How can we support our students to develop their ability to self-regulate?

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

- Practice mindfulness activities in our classrooms
- Implement schoolwide pod activities – Mindful Mondays, Fun Fridays
- Develop an adult-student connection program; collaborate with our child-care worker to further support at risk students
- Add a monthly section in the newsletter around topics such as self-regulation, mental wellness, anxiety, resiliency
- Participate in our JECIC – *Teachers These Days* by Dr. Jody Carrington; explore other book club titles for staff
- Incorporate topics of self-care, diversity, equity, inclusion, and Indigenous knowledge into our staff meetings
- Incorporate aspects of self-regulation, diversity, inclusion, and Indigenous knowledge into monthly assemblies
- Teach MindUp, WITS, Zones of Regulation, and bucket filling activities in classrooms
- Provide opportunities for students to explore and showcase their identity/stories – Identity Day, Our Stories bulletin board
- Offer students volunteering, buddy, and leadership activities
- Offer a variety of clubs – diversity, craft, chess, running
- Install sensory paths in both buildings and a sensory circuit on the stage
- Provide professional development and resources to support SEL in our classrooms
- Participate in EASE training through Healthy Minds BC
- Learn about and celebrate the variety of different cultures that make up our school community

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

- MDI data
- Student learning survey information
- Beginning/end of year student self-assessment of self-regulation

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**Superintendent:**

**Board Chairperson:**

**Date:**