



School: Yennadon Elementary
Principal: Lisa Lawrance
Director/Assistant Superintendent: Jovo Bikic

A. SEL Goal (one goal per page)

We want students to feel safe and valued with a reservoir of tools and strategies to gain self-regulation of their emotions and behaviour.

B. Rationale

Some students' anxiety is hampering their abilities to self-regulate and to maintain focus and resiliency. Too often students lack skills to attend to lessons or to feel settled in the classroom due to their feelings of unease, which can disrupt the learning of all. We want to explore ways in which we can make the students feel valued but can also build on their resiliency skills to navigate working more effectively in their classrooms.

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

- Explore programs that can be used school-wide to manage anxious feelings
- Implement and teach Zones of Regulation (primary) and MindUp (intermediate) across all grades consistently throughout the school (or another program)
- Directly teach students perseverance and resiliency strategies, working towards a gradual release of responsibility
- Implement school-wide multiage activities to provide student mentorship and leadership opportunities – Mindful Mondays, Fun Fridays, buddies
- 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
- Provide opportunities for students to explore and showcase their identity/stories – Identity Day
- Provide professional development and resources to support social emotional learning (SEL) in our classrooms
- Participate in Everyday Anxiety Strategies for Educators (EASE) training through Healthy Minds BC
- Learn about and celebrate the variety of different cultures that make up our school community
- Purchase additional tools that support all students, such as wiggle seats, slam balls, pedals, standing desks, etc.

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

- MDI data
- Student Learning Survey information
- Beginning/end of year student self-assessment of self-regulation and anxiety
- Beginning/end of year staff reflection and tracking (teacher observations, more settled students)

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Literacy Goal (one goal per page)

We want to improve our literacy practice with a focus on implementing common assessment and intervention tools to support not just our struggling readers and writers, but all students.

B. Rationale

We are finding that, post COVID, many students, especially in the primary grades, are struggling with their literacy, both in reading and written output. In order to support these students in a cohesive manner, a common assessment tool and common intervention strategies are needed. Such an approach would support both the students and the staff, and would help us meet the needs of all. Using tools such as the performance standards and finding time to collaboratively assess students across each grade group will support the formation of a consistent understanding of what "developing and/or proficient expectations" and "emerging expectations" look like at each grade level. Then we can look collaboratively at various intervention strategies to support these students also across all grades.

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

- Begin a staff book study of a literacy program or literacy intervention strategies (seek input from an elementary literacy helping teacher)
- Create a committee or, in grade groups, choose a curriculum, investigate options, and report to others at a staff meeting or during school-based professional development
- Pilot a new assessment tool and intervention strategies with a core group of teachers or collaborate in grade groups to explore resources and implement a common assessment tool (professional development days, JECIC, staff meetings)
- Continue to support teachers in developing strategies to meet the various 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 (e.g. EPRA, IRA, QCA, school-wide write) with opportunities to mark collaboratively
- Work with our district literacy helping teacher to support our goals (e.g. common assessment ideas and opportunities)
- Collaborate with our Aboriginal support worker to further support at risk students
- Provide professional development for teachers around topics of reading and writing (e.g. helping teacher after school sessions)
- Offer 'book tasting' events to help students expand their interests of what literature is available
- Facilitate school growth plan discussions at staff meetings around common practices of teaching reading and writing

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

- End of year report card data
- District assessment data
- More students are meeting expectations with the use of the intervention strategies
- Students are aware of assessment language from one grade to the next
- Students are assessed on a common tool with a common understanding of how to use it which is free from tester bias

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