



School: Yennadon Elementary
Principal: Gary Lozinski
Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

GOAL 1: COLLABORATION & COMMUNITY

A community built on healthy, positive relationships is the foundation for establishing a safe and inclusive learning environment for students. Yennadon is a school where there is significant staff expertise and where parents in the community are invested in supporting opportunities for their children. These strength-based qualities will be at the centre of developing positive community and culture at Yennadon through targeted efforts in communication, collaboration and celebration.

B. Rationale

Yennadon is a school that is spread out over a large space, essentially hosting two separate campus areas: (1) the main building [Yennadon East], and (2) the Annex and portables [Yennadon West]. The school has grown dramatically over the years, becoming the largest elementary school in the district, now hosting approximately 730 students. A survey conducted in June found that staff feel the school's size and physical layout limits communication and collaboration, preventing the further development of a cohesive school community. All staff – members of both the Maple Ridge Teachers' Association (MRTA) and the Canadian Union of Public Employees (CUPE) – expressed interest in prioritizing the development of a collaborative, connected and positive school community. Specific interests include:

- Providing opportunities to celebrate accomplishments of all school community members
- Making First Peoples Principles of Learning explicit in pedagogy
- Engaging in multi-grade and school-wide activities and celebrations
- Engaging with families and creating a community that fosters connection with parents/guardians
- Collaboratively implementing resources to support engaging and inclusive learning opportunities
- Taking time to connect (team building opportunities)
- Streamlining communication
- Collaborating and connecting with staff teachers across grade levels

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

- *Parent portal messaging to reinforce culture valuing dialogue over email 'conversations'
- *Aboriginal education teacher and Aboriginal support worker co-teaching and planning with classroom teachers
- *Alternate communication frameworks for: Email memos (parent and staff); staff meetings; announcements; Grade level admin contacts for parents and staff; Failure-to-fill coverage; Individual Education Plan (IEP) review; classroom resource funds; and Parent Advisory Council (PAC) <-> staff communication
- *Student-led announcements
- *Targeted time at staff meetings to engage in conversation, mindfulness and reflection
- *'Collab Time Fridays' (admin-led grade level activities): Grade groups break out for collaboration. Collaboration topics include: (1) Assessment alignment; (2) Scope and sequence; (3) Resource sharing and needs; (4) Grade group teaching activities; (5) Field trip alignment; and (6) Conferences - communication alignment
- *Principal greet and 'send off' at both buildings at start & end of day (scheduled)
- *Principal positive engagement with traffic outside Annex (232nd) during heavy student traffic
- *Grade group activity at district level (Kindergarten Think Tank)
- *Resource collaboration through 'Wishlist' (assessment, literacy, social-emotional learning, and self-regulation supports)
- *School club activity (recess, lunch, before/after school)
- *Collaborative meetings with learning services helping teachers & literacy helping teacher
- *Hot lunch format clarification through collaboration with PAC & staff
- *Clear long-term resource targets through collaboration between PAC & staff
- *'Monday Morsels' social connection

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

- * Survey feedback from staff on:
 - Weekly memo
 - Email communication (frequency and content)
 - Grade-level contact
 - Staff meeting feedback
 - Admin presence & communication in building
- * Survey feedback from families on:
 - School culture/tone
 - Connection to school (parent/child)
 - Communication (tone and information shared)
- * Student-led events and leadership summary assessment
- * Staff-PAC collaboration activity (project planning)



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A. Goal (one goal per page)

GOAL 2: Social-Emotional Learning (SEL) / Self-regulation

Yennadon staff recognize the importance of providing ALL students with social-emotional learning (SEL) and self-regulation supports. Moreover, it is important that these needs are supported by the whole school community, not just through the roles of specific staff.

B. Rationale

Yennadon received an increase in staffing this school year in connection to its growth and distribution across two campuses. Providing the support and resources needed to meet the complex SEL and self-regulation needs of students is a consistent area of collaboration and focus for the staff. Much of the staff joining the building this year – Aboriginal support worker (ASW), child care worker (CCW), and support teacher – bring a wealth of knowledge, perspective and skill that, in combination with the skills already present amongst staff, can be shared to enhance approaches to meet the needs of students.

Yennadon staff continue to support all students who struggle with self-regulation and social-emotional challenges. To provide students with an optimal experience in learning – one in which they are willing to take risks, establish positive connections with both staff and peers, and find meaning and purpose in their learning experiences – these needs must be addressed by the school staff as a whole.

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

Building on conversations from last year, our team will continue to look at using universal design strategies and work together to identify access points for all students through collaborative conversations, common language, and targeted strategies and resources. Collaboration among staff is paramount as we work to meeting students where they are. This approach will help us create a safe, caring, supportive and positive environment for staff, students and families.

- *Aboriginal education teacher and ASW co-teaching and planning with classroom teachers
- *Resource 'Wishlist' collaboration connected to individual, group and whole school strategies to support student needs in the areas of self-regulation and SEL
- *'Collab Time Fridays' (admin-led grade level activities): Grade groups break out for collaboration
- *Grade group activity at district level (Kindergarten Think Tank)
- *School club activity (recess, lunch, before/after school)
- *Collaborative meetings with learning services helping teachers (LSHT)
- *Review of self-regulation strategies at staff meetings ("strategy share")
- *School-wide Individual Education Plan (IEP) strategies review
- *School-based team (SBT) resource review/collaboration/action plan
- *Primary teaching staff collectively attending the Early Learning Series

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

- Increased student participation in extracurricular clubs and activities
- 'Wishlist' SEL resource application by grade groups
- Indoor multi-grade self-regulation circuit implementation (stage)
- Increased number of school clubs (lunch, recess, before/after school)
- CCW end-of-year documentation review
- IEP end-of-year review
- Middle Years Development Instrument (MDI) data (connection to adults/student well-being)