


Elementary School Plan for Student Success



 <p>Godson Elementary School</p>	<p>Team Members All K to Grade 5 Teachers, LSS Teachers, Aboriginal Teacher & EA, All EAs; Principal and Vice Principal</p>
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<p>School Context</p>	<p>Godson Elementary School: http://godson.sd34.bc.ca Ministry of Education: http://www.discoveryourschool.gov.bc.ca</p>
<p>Inquiry Question</p>	<p>How will using a systematic framework of behaviour and self-regulation instruction increase student learning as well as decreasing behavioural issues?</p>
<p>Rationale (Why are we doing this?) (Please refer to school data)</p>	<p>A high percentage of students are brought forward to the School Based Team due to difficulties with:</p> <ul style="list-style-type: none"> - self-regulation - positive social skills during unstructured times or/and transitions - playing safely on playground - cooperative play and/or team work <p style="text-align: right;">Transiency rate: 24%</p>

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Review PBS expectations in Sept. and throughout the year Reinforce through: Girl's Group/Social Skills/Friendship Groups	Teachers K - 5	PBS program
Teach Mindfulness strategies (use a common language throughout the school)	All Staff	MindUp, Zones of Regulation, Calm Kits, Growth Mindset
Provide explicit teaching of self-regulation strategies (calm down, breathing, calming tools)	Teachers K – 5, YCW	Fidget tools, calming tools, calm corners, stand-up desks, etc.
Grizzly Den/Calm Room – academic and behaviour support for all grades	VP, EA, YCW	Sensory tasks, explicit (SEL) instruction,
Brain Breaks, Sharing Circle, Classroom meetings	Teachers K – 5	Go Noodle, Just Dance, Mind Yeti, Growth Mindset, Yoga
Calm Kits and Intervention supports (CDC, CYMH) for Ks	K Teachers/interventionists	CYMH/CDC
Self -Regulation Pro D opportunities.	All staff	PBS/Zones/Mindfulness

Progress and Impact (How do you know?)

Track number of behavior slips
 Track the number of students who receive support outside of the classroom (Grizzly Den, Calm Room)
 Teacher tracking of individual triggers (i.e. math) that create/intensify anxiety
 Monitor reading and math scores to see if behaviour interventions are positively impacting academics.



Making Connections: Explain how your school goal aligns with the Aboriginal Enhancement Agreement any of the following; Grade Three Imperative, Social Emotional Learning, the revised curriculum.

<p>Connections to the Aboriginal Enhancement Agreement</p> <ol style="list-style-type: none"> 1. Reading Success for each child 2. Cultural Awareness and pride 3. Increased sense of belonging 	<p>Continual positive feedback for all students. Self-regulation strategies/skills Promoting a culture of acceptance and inclusion</p>
<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Early Learning 2. Grade Three reading imperative 3. Student Social and Emotional Learning. 	<p>PBS expectations lessons (school-wide) in September, January and April PBS weekly focus communicated through daily morning message and Monday Memo Additional academic and behavioural support Tier 2 and 3 students</p>

Revised Curriculum

1. Core competencies
2. Assessment and reporting
3. Inquiry based learning and integrated technology

Strong community built on common language and aligned expectations
Promotion of good learning and work habits

Goal setting a self-assessment to chart progress
Continual positive feedback for all students

Using technology (digital devices) as a tool to grow and develop capabilities