


# Elementary School Plan for Student Success



 <p><b>Godson Elementary School</b></p>	<p><b>Team Members</b> All K to Grade 5 Teachers, LSS Teachers, Aboriginal Teacher &amp; EA, All EAs; Principal and Vice Principal</p>
--	--

<p><b>School Context</b></p>	<p>Godson Elementary School: <a href="http://godson.sd34.bc.ca">http://godson.sd34.bc.ca</a> Ministry of Education: <a href="http://www.discoveryourschool.gov.bc.ca">http://www.discoveryourschool.gov.bc.ca</a></p>
<p><b>Inquiry Question</b></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><b>Rationale</b> (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"> <li>- self-regulation</li> <li>- positive social skills during unstructured times or/and transitions</li> <li>- playing safely on playground</li> <li>- cooperative play and/or team work</li> <li>- violence towards staff/students/environment</li> </ul> <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 – (re)training session for all staff in Sept.
Consistent consequences	Teachers and Administrators	Behaviour slips – track behaviours
Sensory Path	All Staff	Calm tools
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 – 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
Intervention Committee – meet regularly to implement and monitor school-wide programs	Open to all staff	PBS/SEL focus
Communicating PBS goals with parents	Admin	Print copy out sent out monthly

**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 academic progress 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><b>Connections to the Aboriginal Enhancement Agreement</b></p> <ol style="list-style-type: none"> <li>1. Reading Success for each child</li> <li>2. Cultural Awareness and pride</li> <li>3. Increased sense of belonging</li> </ol>	<p>Continual positive feedback for all students.  Self-regulation strategies/skills  Promoting a culture of acceptance and inclusion</p>
---	--

<p><b>Connections to the Elementary Operational Plan</b></p> <ol style="list-style-type: none"> <li>1. Early Learning</li> <li>2. Grade Three reading imperative</li> <li>3. Student Social and Emotional Learning.</li> </ol>	<p>PBS training in September for all staff          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>
<p><b>Revised Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Core competencies</li> <li>2. Assessment and reporting</li> <li>3. Inquiry based learning and integrated technology</li> </ol>	<p>Strong community built on common language and aligned expectations          Promotion of good learning and work habits</p> <p>Goal setting a self-assessment to chart progress          Continual positive feedback for all students</p> <p>Using technology (digital devices) as a tool to grow and develop capabilities</p>