



School: Environmental School
Principal: Randy Bates
Assistant Superintendent: Mike Scarcel

A. Goal

Goal 1: Our goal is to focus on developing Social and Emotional Learning (SEL) concepts within the entire school community. This includes developing individual social skills among students and staff, personal well-being skills, and larger community related concepts like social values and cooperative teamwork.

B. Rationale

COVID-19 has brought numerous changes and new stresses to our school community. We recognize that people are able to function and focus better when they have strategies for dealing with stress. We also realize that predictable structures and social interactions help to reduce stress. We also have a group of students who struggle to develop SEL skills. Studies show that well-developed SEL skills are a predictor for academic success. One study showed that the biggest predictor of academic success in grades 8 and 10 are SEL skills that were measured in grades 3 and 5.

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

- Have short daily activities modeling SEL and relaxation strategies with students
- Have a school counsellor share resources and strategies for teaching SEL with staff
- Develop common language and non-negotiables among the staff that will be used with students
- Bring in an expert to do a healthy living and lifestyles series with the students
- Have Lekeyten share the Indigenous model of restorative justice with staff and students. We plan to introduce drumming and singing as a strategy for relaxation

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

- Staff will collect observations on the effects of targeted strategies with groups and individual students using checklists
- There will be evidence of growth in the SEL sections of the Middle Years Development Instrument and student satisfaction surveys
- Children will report and exhibit lower levels of stress to parents and staff through informal discussions/interviews with staff
- Children who lack SEL skills will increase positive interactions with peers and staff. Information will be collected through staff observation and checklist
- Staff will use common language with students regarding restorative justice – checklist recorded during staff gathering discussions

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal

Goal 2: Literacy

We want to develop new skills and strategies for effectively teaching literacy in place-based, engaging, and experiential ways.

B. Rationale

Our pedagogy is unique in that our reading and writing comes from the activities that occur in our different meeting sites. We are always searching to develop and incorporate new strategies for teaching reading and writing in ways that give them more time on text, writing, and editing their work in ways that are authentic and engaging for the students. We also want to develop strategies for incorporating literacy into the emergent learning opportunities that we come across as we explore and ask questions.

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

- Clayton Maitland will present at three of our school-based professional development days
- Different staff will share literacy strategies at our weekly gatherings
- Our focus for our school based Pro- days will be literacy
- Staff who attend the school team sessions with Leyton Schnellert and Faye Brownlie will share their learnings with other staff
- We will have cross-ade literacy times during which older buddies will share literacy strategies with younger students
- Teachers will be given release time by principal to gather literacy data on students
- Staff will share how they incorporate new literacy strategies into their daily practice at our weekly staff gatherings

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

- Staff will be able to better explain the learning continuum of literacy skills and abilities
- We will see more students meeting or exceeding on the standardized literacy parent portal report. Evaluation of this is based on the B.C. Performance Standards
- Teacher observations of student awareness and application of literacy skills/strategies will be recorded with a checklist focused on the applications of skills and strategies that are being taught
- Formative and summative assessment based on teacher professional judgement will be gathered

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Date: