

Lochside Elementary School Plan

2018-19



School Goal Statement #1: To foster mental wellness and emotional literacy of all students through positive relationships and social responsibility.

1. Rationale:

- a. Positive well being is a major contributor to academic achievement and lifelong friendships.
- b. Classroom teachers and educational assistants have reported/noted that direct social and emotional curriculum such as the Zones, MindUp and Second Step programs help students develop a positive mindset with the skills for coping/problem solving.
- c. Staff identified experiences with the arts and outdoor learning as key drivers to student engagement and happiness.

2. Strategies:

a. Taking Action:

- i. School-wide language arising from Zones of Regulation, MindUp and Second Steps (Restorative Language).
- ii. Expand and embed learning intentions of outdoor learning opportunities, such as: parks, outdoor learning centre, local community/neighbourhood, Lochside Trail.
- iii. Artist in residence experiences brings self-expression. Actualizing oneself and gain relevance/significance with peers allows our true self develop authentically.
- iv. Continue with school-based champions: intentionally connecting vulnerable students with specific adults.
- v. Creating and building areas where students self-regulate: Buddy Bench/Calm Place

b. Checking/Results:

- i. Staff participation in professional development in social and emotional learning curriculum, such as Heart and Mind Conference.
- ii. Co-teaching opportunities with a mentor to develop classroom teacher confidence and skills: in the areas of: Music, Dance, Mindfulness, and Drama.
- iii. Invite local Indigenous teachers to speak on topics relating to indigenous land-based knowledge and culture.

Student Achievement Data:

Student Learning Survey		2016-17	2017-18	2018-19 Target
If you have a problem, can you get the help you need from adults at your school?	District School		76% 70%	80%
Do you feel safe?	District School	75% 100%	79% 73%	80%

School Goal Statement #2: To improve students’ ability to use a variety of written formats to exchange information, relate experiences, reflect and share learning, including use of digital tools as a means of writing.

1. Rationale:

- a. Communicating through writing is a core skills for all students and one of the keys for lifelong learning.
- b. Communication is a core competency within the B.C. curriculum and writing is an important way to communicate/represent learning.

2. Strategies:

a. Taking Action:

- i. Continue staff collaboration and professional development to use 6 + 1 Traits of Writing.
- ii. Revitalize school-wide writes: time to collaborate/re: assessment/planning instruction in small groups.
- iii. Continue with school-wide and/or shared writing experiences, such as story workshop, poetry cafe, Secondary/Middle School partnerships, poetry month.
- iv. Implement use of digital tools such as GoogleSuite, GoogleClassroom, Speech to Text, Apps to enable students to express themselves.
- v. Ensure variety of genres for students to explore. To inspire students write, invite authors visits.

b. Checking/Results:

- i. Professional use of the writing performance standards in assessment and discussions of results of school-wide writes and other writing samples.
- ii. Monitor progress of student writing within the reporting cycle and take action for struggling writers: eg. report card data, FSA data, student learning survey, OurSchool survey.
- iii. Student self-assessment will help identify strengths and struggles: eg. core competency self-assessment and I statements, portfolio samples of work.

Student Achievement Data:

1. Literacy Data & Numeracy Data: FSA % Meeting or Exceeding Expectations

Grade 4 FSA		2015-16	2016-17	2017-18	2018-19 Target
Reading	District	69%	87%	TBA	95%
	School	82%	89%	TBA	
Writing	District	75%	90%	TBA	95%
	School	91%	89%	TBA	
Numeracy	District	69%	82%	TBA	95%
	School	91%	88%	TBA	

2. Writing Data: Student Learning Survey – “I feel I am getting better at writing?”

SLS		2015-16	2016-17	2017-18	2018-19 Target
Writing	District	72%	68%	73%	95%
	School	84%	100%	90%	