

**School Goal Statement #1:** To foster mental well-being and emotional literacy of all students through positive relationships and core competency skill development within personal 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 of Regulation, MindUp and Second Step programs help students develop a positive mindset with the skills for coping and 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. Embed and encourage the use of school-wide language and class routines arising from Zones of Regulation, MindUp and Second Step (restorative practices);
- ii. Expand and embed outdoor learning opportunities, such as: visits to local parks, nature walks in the school neighbourhood (Lochside Trail, Mount Douglas), outdoor learning activities at school;
- iii. Organize Artist in Residence program to provide hands-on experiences with creativity;
- iv. Continue with school-based champions: intentionally connect vulnerable students with caring adults (Lochside Angels); and
- v. Create and/or build areas where students can self-regulate: Buddy Bench/Calm Place and outdoor loop trail.

**b. Checking/Results:**

- i. Staff participation in professional development in social and emotional learning curriculum, such as Heart and Mind Conference, Wellness Wednesday and Mindfulness;
- ii. Grade-group and cross grade collaboration on outdoor learning activities such as gardening, learning about native plants;
- iii. Invite local Indigenous teachers to speak on topics relating to Indigenous land-based knowledge and culture;
- iv. Students can tell about a location and/or activity in the classroom or on the school yard where they can go to decompress and feel calm; and
- v. Students can express their feelings and match them to a particular zone of regulation; students can choose and use a strategy they have learned to achieve calm when they are nervous, sad, angry.

**Student Achievement Data:**

1. OurSchool Student Survey

	2016-17	2017-18	2018-19
If you have a problem, can you get the help you need from adults at your school?	N/A	District: 76% School: 70%	District: 79% School: 79%
Do you feel safe at school?	District: 75% School: 100%	District: 79% School: 73%	District: 84% School: 64%

*\*OurSCHOOL Survey Data not available for 2019/20*

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

**Rationale:**

- a. Communicating through writing is a core skill 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.

**1. Strategies:**

**a. Taking Action:**

- i. Continue development to use 6 + 1 Traits of Writing;
- ii. Revitalize school-wide writes: time to collaborate and set intentions as a staff with regard to planning instruction in small groups and using common assessment protocols;
- iii. Continue with shared writing experiences such as story workshop, poetry cafe, Middle School partnerships, poetry month and author visits;
- iv. Implement use of digital tools such as Google Suite, Google Classroom, Speech to Text, applications to enable students to express themselves; and
- v. Ensure variety of genres for students to explore.

**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 intervene with individualized and small-group instruction so students gain new skills before the end of the year; and
- iii. Student self-assessment through portfolio and e-portfolio collections of work to identify strengths, growth and on-going needs.

**Student Achievement Data:**

**1. Foundational Skills Assessment (FSA) – Grade 4**

% of Students who demonstrate proficiency or are extending their skills in the following areas:

Lochside	2016/17	2017/18	2018/19	2019/20
<b>Reading</b>				
District:	86%	78%	79%	74%
School:	88%	82%	96%	85%
<b>Writing</b>				
District:	91%	86%	99%	86%
School:	92%	94%	100%	93%
<b>Numeracy</b>				
District:	82%	75%	74%	71%
School:	87%	71%	80%	76%

# Lochside Elementary School Plan

2020-2021



2. OurSchool Student Survey – “I feel I am getting better at writing?”

<b>Writing</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
District	72%	68%	73%	78%
School	84%	100%	90%	63%

*\*OurSCHOOL Survey Data not available for 2019/20*