



# ELEMENTARY School Improvement Plan 2016-2017

**SCHOOL:** Brier Park **PRINCIPAL:** Sandra Magnani

**AREA OF FOCUS:** Improving student resiliency and promoting healthy relationships

**SCHOOL SUPPOSITION:** If we work together to teach our students strategies to resolve peer problems, de-stress during difficult situations then our students will be able to be resilient children who engage in healthy relationships with peers and adults. (if, then . . .statement)

HIGH YIELD STRATEGIES (SEF INDICATOR)	EVIDENCE OF PROGRESS (Monitoring)			TIMELINES	RESPONSIBILITY FOR MONITORING
1. The school and community build partnerships to enhance learning opportunities and well-being for students.	<b>At the school:</b> Student learning and well-being are intentionally supported through meaningful involvement. <ul style="list-style-type: none"> <li>• Monthly character traits.</li> <li>• Citizenship award given to students nominated by their teacher/peers</li> <li>• Anti-bullying initiatives connect to healthy relationships</li> <li>• School will work in partnership with community and board personnel</li> <li>• Track behavioural incidents and use progressive discipline (incident reports, restorative practice, Safe Schools)</li> <li>• Outreach with purpose to build empathy, social responsibility</li> <li>• Intramurals (build team work and resiliency)</li> </ul>	<b>In the classroom:</b> Learning experiences prepare students to interact positively. <ul style="list-style-type: none"> <li>• Class newsletters home will communicate character traits monthly</li> <li>• Yoga and Zumba will be incorporated into programming</li> <li>• At-risk students will be profiled using special ed. model</li> <li>• Programs in the school will promote character Education (Roots of Empathy, Jump Rope, Terry Fox, Chalk Talk, Rotary Run, Bounce Back, Minds Up)</li> <li>• Kelso used in Primary classes and similar problem solving model for Jr/Int.</li> <li>• Zones of Regulation in at-risk classes</li> </ul>	<b>Expected Student Outcomes:</b> Students demonstrate social responsibility in the school and community. <ul style="list-style-type: none"> <li>• good behaviours and character traits are apparent in and out of school</li> <li>• students can choose the most appropriate strategy to resolve social problems, self-regulate</li> <li>• students are able to understand that bystanders can act responsibly</li> <li>• students show good citizenship through intramurals and extra-curricular activities</li> </ul>	Problem solving issues are dealt with daily using strategies.  Monthly Assemblies.  The Amazing Race Event (February 9th)	Teachers and principal through the use of incident reports, agenda  Students/teachers nominate citizenship and teachers choose character trait award  Through the Amazing Race, families will participate in activities related to math and healthy habits

**STAFF DEVELOPMENT NEEDS:** Tribes training, Resiliency activities, Mental Health **STAFF DEVELOPMENT PLANS:** Staff not trained to attend Tribes training, Minds Up, More than Medication, Class DOJO video series (Kristine to In-Service)

**RESOURCES (Human and Material):** Roots of Empathy, character traits, Safe Schools binder, Resource Team, community partners, Zumba, yoga and mental health programs, PRO grant: The Amazing Race, Kelso, TRIBES, agendas as communication tools, Bounce Back 2 Character Education, ABCs of Mental Health, Minds Up, Big Brother mentoring

**Accessibility awareness will be addressed through mandatory training and a recognition of what needs to occur in a fully accessible and differentiated classroom.**