

<p style="text-align: center;"><b>Area of Improvement</b></p> <p style="text-align: center;"><b>Step 1</b></p> <p style="text-align: center;">Identified Action Area</p>	<p style="text-align: center;">-----</p> <p style="text-align: center;"><b>Step 2</b></p> <p style="text-align: center;">Broad Outcome</p>	<p style="text-align: center;">-----</p> <p style="text-align: center;"><b>Step 3</b></p> <p style="text-align: center;">Desired student products and performances (SMART goal)</p>	<p style="text-align: center;">-----&gt;</p> <p style="text-align: center;"><b>Step 4</b></p> <p style="text-align: center;">Required student knowledge, skills and dispositions</p>
<p>Supporting Positive Mental Health</p>	<p>Students will participate in a variety of regulation exercises throughout the year to promote self-awareness in recognizing emotions and levels of alertness in self and others.</p>	<p>By June 2022, 100% of our students will have participated in a variety of learning experiences that support their ability to recognize their strengths and demonstrate an increased ability to regulate their physical and/or emotional self.</p>	<p>Students will recognize and apply 'Zones of Regulation' language and strategies to recognize emotions in self and others.</p> <p>Students will be taught the Zones of Regulation language and strategies while they are in a calm state of alertness and ready for learning.</p> <p>Students will use coping tools and strategies to calm or energize in response to their emotions.</p> <p>Students will use "I" statements to express emotion appropriately to others.</p> <p>Students will use movement breaks as needed to promote self-regulation.</p> <p>Students will learn and understand how their behaviours influence others' thoughts and emotions.</p> <p>Students will recognize connection between thinking, emotion and actions (Red, blue, green, yellow).</p>

			<p>Students will gain conflict resolution skills to empower themselves in solving conflicts with others (with support from adults as needed).</p> <p>Students will access healthy snacks as needed.</p>
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<p><b>Growth Agents</b> <b>Step 5</b> Desired teacher products and performances (SMART goal)</p>	<p>----- <b>Step 6</b> Required teacher knowledge, skills and dispositions</p>	<p>----- <b>Step 7</b> Desired team products and performances</p>	<p>-----&gt; <b>Step 8</b> Required team knowledge, skills and dispositions</p>
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<p>100% of our classroom learning spaces will support regulation in the physical and emotional domains.</p>	<p>Teachers will increase their professional understanding of physical and emotional regulation by reading, viewing and discussing professional videos, literature and articles.</p> <p>‘Zones of Regulation’ will be the common language used in our school to promote awareness of emotions in self and others.</p> <p>Teachers will be intentional in identifying zones and exploring and categorizing ‘size of the problem’ with students.</p> <p>Teachers will provide movement breaks for students as needed.</p> <p>Teachers will facilitate classroom meetings and talking circles to discuss emotions and to model positive coping strategies.</p> <p>Teachers will increase awareness of how trauma affects student regulation – Dr. Maria Phelps.</p>	<p>Staff meeting times will be designated to support consistency in planning and supporting expectations for self-regulation of behaviours and emotions.</p> <p>Staff will participate in professional development focused on recognizing and supporting specific behavioural and emotional needs of students.</p> <p>Staff will support ‘Zones of Regulation’ language and the application of conflict resolution for students to be able to express their emotions and assist with their physical and emotional regulation.</p> <p>Collaboration with clinical student supports (social work, psychology, OT, PT, speech) to support student regulation.</p>	<p>Regular discussion and planning times will continue to be valued in supporting the needs of students.</p> <p>We will strive to consistently promote positive language and strategies for student regulation for the purpose of improving the perception of advocacy, self-awareness and behavioural regulation and conduct.</p>
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