

Mental Health & Regulation Goal

<p>Ma Mawi Anokiitaw Miinawaa - We Will Work Together Again - Holistic growth for living in a Good Way.</p> <p>Based on the provincial Indigenous Knowledge Keepers' guidelines...Living in a Good Way means students will find success when they are able to walk with respect & humility, learn & listening so we are doing good for ourselves, our families, and our community.</p> <p>Early data gathered through teacher observations in different environments, office restitution conversations, meetings with caregivers across environments, incident reports, & students' own comments indicates that some students are not certain where they belong (peer groups, academically, culturally), don't understand how to successfully participate or contribute, or recognize how to make things better.</p> <p>Students in K-1, & some groups in grades 2-5 are exhibiting disengagement & dysregulation seen through both strong emotional responses & unsafe physical responses. Although this goal is a continuation of the 2023-2024 goal, there will be a more targeted approach that focuses specifically on students' ability to self-regulate.</p>	<p>The following can all contribute to students' (in)ability to regulate: maturity, lack of sleep, hunger, high levels of interactions with digital devices, diet, illness, trauma, non-typical neuro-development, anxiety, & sensory regulation difficulties.</p> <p>Students are not yet understanding or using coping skills that help with regulation when problems or stressors arise. Acquisition of these skills will lead to greater successes in developing feelings of belonging, mastery, independence, and generosity in their social-emotional and academic growth in the classroom, school, and community.</p> <p>Staff members will use the 4 quadrants of the Circle of Stevenson:</p> <p>"I can"</p> <p>"I belong"</p> <p>"I will"</p> <p>"I help" to provide focused experiences & measure students' success individually & in groups to self-regulate in academic and social-emotional areas.</p>	<p>Students (in particular K-1 & some grps in gr. 2-5) will:</p> <ol style="list-style-type: none"> 1. demonstrate growth in their ability to regulate their emotions when confronted with problems or stressors in academic and/or social-emotional areas across a variety of environments. 2. As a result of that growth, feel that they belong, can be successful, and want to help across their environments. (Circle of Stevenson - I can, I belong, I will, I help) 3. Teacher/PLC observations in different environments, office restitution conversations, meetings with caregivers across environments, incident reports, & students' own comments will monitor & give evidence each term of students' growth in the area of self-regulation. The evidence will also be used to plan next steps/revise plans.
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Literacy Goal

<p>Strategic Plan Focus Area: Success for each learner- relevant and meaningful literacy instruction across the curriculum.</p> <p>Based on Sept/Oct teacher observations, common core assessments, teacher PLCs analysis of data, as well as conversations with vertical teacher teams, we developed a school-wide perspective around students' needs in literacy. After analyzing the information it is apparent that students are having difficulty with communicating their thinking with clarity.</p> <p>This area of growth is presenting itself differently across the grade levels. Needs in skills growth are indicated below: Grade K/1 - receptive/expressive language, concepts of print Grade 2/3 - expressive language/language comprehension Grade 4/5 - communicating through writing with clarity, creativity, & expression</p>	<p>Because we know that many of our students are not yet communicating their thinking and stories clearly and effectively, we hope to improve expressive & receptive language, and students' ability to communicate clearly & creatively orally & in writing.</p>	<p>Students will use:</p> <ul style="list-style-type: none"> *oral language development through storytelling with elders to spark interest, joy, & to develop opportunities to improve expressive & receptive language along with engagement by sharing stories. *group discussions/talking circles & shared writing (OLM) to develop expressive language clarity & language comprehension. *daily writing about topics that are relevant, meaningful, & personal to each student. *information about student engagement as well as clarity & creativity of communication will be collected through teachers' anecdotal observations during discussions & talking circles as well as daily writing opportunities, common core assessments, and report card/provincial data.
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Numeracy Goal

<p>Success for Each Learner in the area of Numeracy. Relevant & meaningful numeracy instruction must be differentiated for each student depending on their own personal story, learner profile, & network of support. Student common core assessment, teacher observations, June report card data, & teacher observations indicate that students are not yet demonstrating a consistent flexible understanding when working with numbers. Some of these students are also impacted by lower levels of attendance, food insecurity, a tenuous relationship with schools. Although this goal is a continuation of the 2023-2024 goal, there will be a more targeted approach that focuses on basic number sense & manipulation</p>	<p>To make sense of numbers in the world around them and to use numbers day to day, students need to understand the connections between numbers, the size of numbers, how to work with numbers mentally & in problems, and how talk about their work with numbers. This will require specific targeted and differentiated instruction for each grade level and for different groups within each grade level.</p>	<p>Students will:</p> <ul style="list-style-type: none">*better understand the magnitude of numbers & where numbers are located on a number line in relationship to other numbers (Recognizing numbers, multiples)*improve their ability to work flexibly with numbers in different contexts (using manipulatives, models, mentally)*better understand relationships between numbers (more/less than, decomposing numbers, determining & using compatible numbers, part-part-whole)* Specific grade level targets will be developed by each PLC team using the grade level numeracy learning progressions to measure students' growth. Data will be collected using common grade level & core assessments, small group/classroom observations, as well as formative & summative classroom data. Individual teachers, PLC teams, & school wide analysis will help to plan for next steps each term.
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