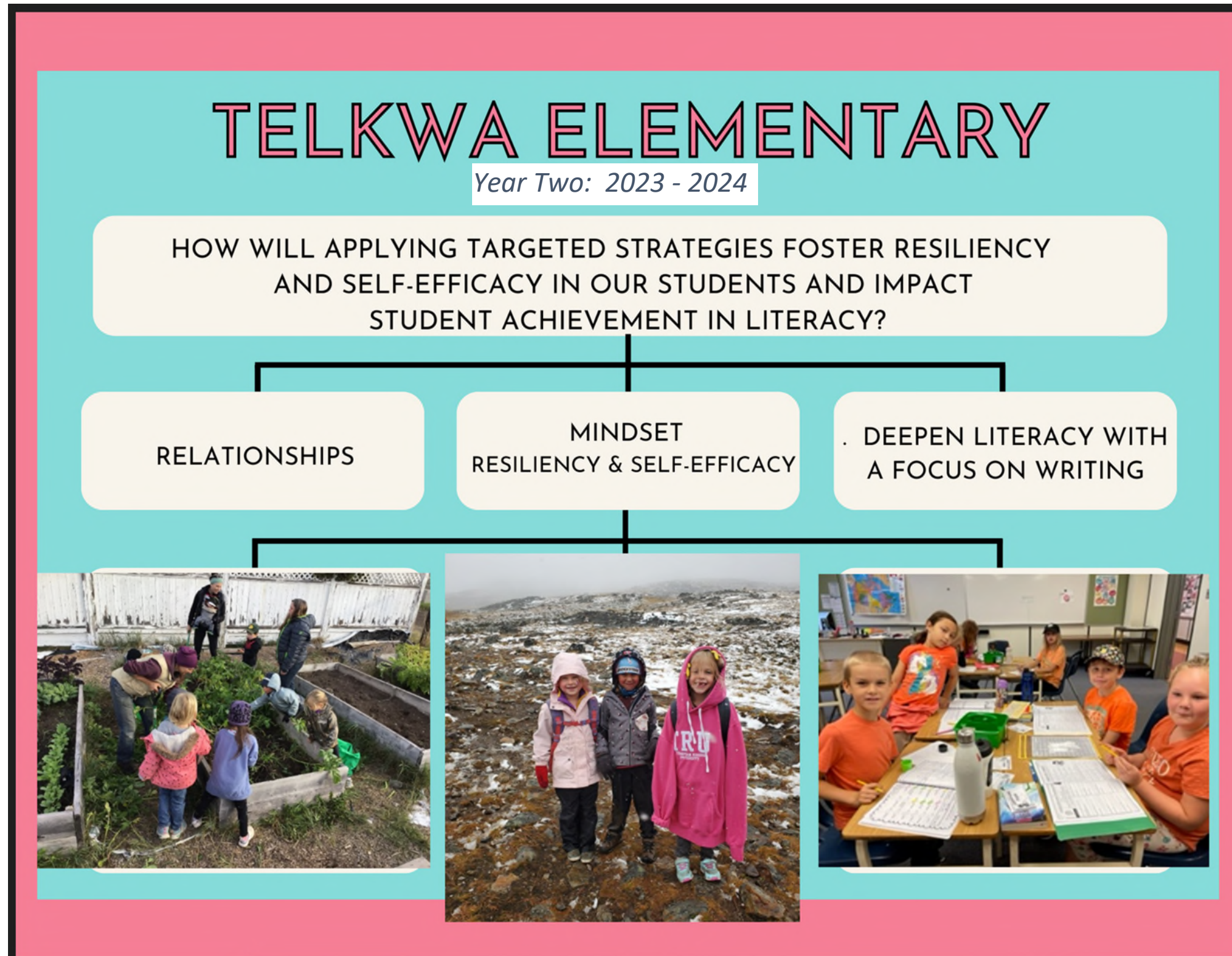





We are now in the 2nd year of our 3 year School Goal. Much of our focus last year was on learning more about neurodiversity and how trauma can affect our students. We will continue to learn and apply our knowledge in these areas as we dive deeper into positively impacting our student's literacy skills.

Inquiry Question: How will applying targeted strategies foster resiliency and self-efficacy in our students and impact student achievement in literacy? (trauma-informed, self-reg, mindset, communication...)



	In Class	As a School	Pro-D
<p>1. Deepen literacy with a focus on writing</p> <ul style="list-style-type: none"> • UFLI (literacy program) • Writing continuum – prioritize a scope & sequence • Continue to use writing data as a base to show growth <ul style="list-style-type: none"> ➢ Demand Write ➢ Early literacy portfolios (K-3) 	<p>Story workshop (this also included collaboration & team teaching with SLP)</p> <p>Teacher collaboration – UFLI (included some of our EAs)</p> <p>Intentional use of graphic organizers</p> <p>Building resiliency in writing (paralleling general mindset thinking to their writing)</p> <ul style="list-style-type: none"> - Creative writing unit: not marked, prompts 	<p>Data – collect, track & reflect (EPRA, DART, ELLI, Demand Write, FSA results) Use data for planning</p> <p>Time – reviewing data, identifying ‘musts’ of each grade</p> <p>Common language – communicating learning</p> <p>School-wide Stories – Halloween</p> <p>Literacy Week/Day – celebration of writing (invite parents in)</p>	<p>collaboration time</p> <p>mini workshops by peers (NK)</p> <p>Purchase writing resources (support for our outliers)</p>
<p>2. Relationships</p> <ul style="list-style-type: none"> ➢ student, parent and community connection ➢ Communication ➢ Connections – not just with students in our class, but school wide ➢ SEA’s – communication & collaboration: more involved (what they notice, communication) 	<p>Apply trauma-informed & self-regulation strategies</p> <ul style="list-style-type: none"> ➢ Co-regulating, mirroring <p>2nd Step (in K/1 class)</p> <p>CC – going deeper so it is more meaningful (assemblies)</p> <p>Action for Happiness</p> <p>Outdoor Learning / field trips – invite parents to join</p> <p>Giving student voice / same language – what do you need? How can I help you?</p> 	<p>School Wide Events – building school community (spirit)</p> <ul style="list-style-type: none"> • Student Leadership Group • House Teams • Intentional classroom collaborations (Buddies) • Action for Happiness – Weekly Updates • Terry Fox – Hike • Spirit days • Orange Shirt Day • Pancake breakfast • Community BBQ & Student Art Show • Showcasing & communicating learning 1/term (bringing parents in) 	
<p>3. Mindset – resiliency & self-efficacy</p> 	<p>CC – goal setting & student reflections through the year</p> <p>I Can Mindset</p> <ul style="list-style-type: none"> • look at writing (and other subjects) with an I-Can perspective • making errors and persevering is how we learn to do new things. • Building stamina – goal setting 	