School District No. 51 (Boundary)

Box 640, 1021 Central Avenue
Grand Forks, BC V0H 1H0
PHONE: 250-442-8258 FAX: 250-442-8800
Website: www.sd51.bc.ca

2022-23 School Growth Plan

School: Dr. D.A. Perley Elementary

Principal: Shawn Lockhart

Vice Principal: Kirsten Rezansoff

A.   Goal (One goal per page) (Please insert/attach links to any external documents)

> **All students will demonstrate growing independence appropriate to their age and developmental stage. (Career Development; Academic; Human & Social)**

B.   Rationale

> **Independence is an important skill for learning as well as career development. Often in our context we tend to over-support students, particularly vulnerable learners, instead of helping build their independence.**
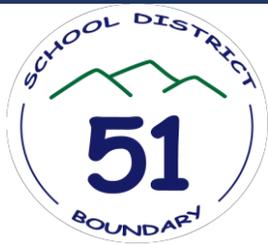
C.   Action Plan (List Specific actions, school level and district level resources or structures used)

> **Our EA team will use part of their monthly meeting for professional development in this area, starting with a focus on Executive Functioning, which links directly with student independence. All staff will work on shifting their practice to include coaching students to do things on their own rather than jumping right in to help. We will also teach students about the goal and help them push themselves to independence. Our Grade 6/7s will take on specific leadership roles in the school and then train each other in those roles. This goal also links with the work of our Elder in Residence, Joanie Holmes, who will connect with our students and staff about the topic.**

D.   Evidence/Data (How will you measure success?)

> **We will measure success via stories and anecdotes from teachers, EAs, and students throughout the year. What we hope to see is students engaged in their learning and confidently tackling problems on their own.**
> **We will also look at individual student IEPs for growth in the area of independence.**

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A.   Goal (One goal per page) (Please insert/attach links to any external documents)

All students will engage in classroom routines and activities with an understanding of how those activities help them regulate. (Academic; Human & Social)

B.   Rationale

We are building on our regulation goal from 2021-22 when students learned specific strategies for regulation including exploring breathing practice. Our new goal will help students to recognize that learning activities can also be regulating – reading, skip counting, movement, art, music. We know that students must be regulated in order to have good relationships and access their cortex for learning so we want to build routines that help them to do so.

C.   Action Plan (List Specific actions, school level and district level resources or structures used)

Teachers will independently look for aspects of their curriculum that are rhythmic, repetitive, and regulating. We will have a sharing space for ideas and reflection. EAs and LSTs will also work on using curricular activities to regulate students whenever possible. Sarah Stoochnoff will work in the school for a few days this year demonstrating regulation techniques and team teaching. She will also provide ProD in EA meetings, staff meetings, and a parent event. The District Neurosequential Model in Education team will continue to support and provide education and ideas in meetings and possibly some team teaching.

D.   Evidence/Data (How will you measure success?)

We will look for continuous feedback about how it is going – teacher anecdotes, input from EAs in their monthly staff meeting, and student reflections gathered around reporting periods. We hope to see students regulated and actively engaged in learning activities!