



**DIAMOND VALE ELEMENTARY SCHOOL
ENHANCING LEARNING PLAN
2016-2017**

SCHOOL DISTRICT 58 NICOLA SIMILKAMEEN

GOAL 1 To improve our students' ability to self-regulate.

Rationale

The challenge of raising knowledgeable, capable, caring and responsible children is recognized by nearly everyone. Each element of this challenge can be enhanced by thoughtful, sustained, and systematic attention to children's social and emotional learning. When schools attend systematically to student's, social and emotional skills, the academic achievement of children increases, the incidence of problem behaviours decreases, the quality of relationships surrounding each child therefore improves and academic achievement increases. If schools are places in which students feel their identities are valued, as well as places where they can develop the skills needed in order to have positive identities as students, clearly the educational staff have a central role in ensuring these things happen.

A healthy relationship between home and school improves the likelihood that young people will value themselves both as capable students and members of their community.

Over the past year we have continued to use a behavioural monitoring tool, but we are still seeing a significant amount of tier 2 behaviours taking place in the classroom and playground. We believe that improving one's ability to self-regulate will help reduce these occurrences.

- Performance Indicators/Evidence**
- Self-Regulation
1. Monitor behavioural incidents in 2016-2017 and compare to baselines established in 2015-2016.
 2. Compare comments for 'Social Responsibility' in final reporting period to those of the first report period in 2016-2017.
 3. Compare work habits in final reporting period to baselines established in first reporting session in 2016-2017.
 4. PM Bench Marks/QCA
 5. Diagnostic Math Assessment
 6. Attendance
 7. District Wide Writing Assessments

<p>Performance Targets (Expected Results)</p>	<ol style="list-style-type: none"> 1. Increase the knowledge and positive attitudes towards self-regulation and accountability as reported in pre and post surveys. 2. Increase (maintain) self-worth and identity contact in school to 20%. 3. Increase the number of students reporting that they feel good about themselves to 85%. 4. Increased attendance. 5. Improved Foundation and Skills Assessment results in both literacy and numeracy. 6. Improved Math results using the diagnostic math assessment. 7. Reduction (up to 30% in tier 1 and tier 2 office referrals.)
<p>Strategies</p> <p>Structures</p>	<ol style="list-style-type: none"> 1. Greeting students at the door. 2. Ensure that every student has a relationship with at least one caring adult who initiates personal contact at least a few times a week. 3. School-wide healthy challenges ie. 60 Minute Kid's Club. 4. Survey students for attitudes/SEL behaviours and emotional well-being. 5. Set baselines for work habits and behavioural incidents, Spring, 2016. 6. Monitor work habits and behavioural incidents. 7. Celebrate various cultures and traditions. 8. Celebrate improvements. 9. Use the Aboriginal Enhancement Agreement to assist engagement. <ol style="list-style-type: none"> 1. Implementation of 'Play is the Way'. 2. Circle time (sharing) first thing Monday morning. 3. Teachers alternating recess duties on primary and intermediate playground each week. 4. Provide opportunities to participate in community physical activities ie. Merritt Country Run, Water Polo and Curling. 5. Implement school wide SEL instruction in the fall of 2016. 6. Use 'Play Is the Way' language consistently.

Year 2: Engagement (Differentiated Instruction)

Teach students the value of learning from their mistakes (encourage revisions to assignments and tests; meet with students to help them reflect upon their performance. Encourage teachers to address varied learning styles through diversification of instruction and diversification of assessment. Make space in teachers' schedule for them to observe, share and practice Play Is The Way. Relate instruction to students' lives. Use project and problem based instruction to give students control over their own learning.

Year 3: Holistic Education

The purpose of holistic education is to prepare students to meet the challenges of living as well as academics.

This will align with:

- the first two principles of the First Peoples Principles of Learning.
- The first goal of the SD58 Aboriginal Enhancement Agreement
- The "Well Being" component of the SD58 Strategic Plan

	<p align="center">DIAMOND VALE ELEMENTARY SCHOOL ENHANCING LEARNING PLAN</p>
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<p>GOAL 2</p>	<p>TO IMPROVE STUDENT ACHIEVEMENT IN LITERACY</p> <p><u>Objective 1</u> – To close the grade equivalency gap in literacy.</p> <p><u>Objective 2</u> – To improve student success through increased/improved literacy supports and instruction.</p> <p><u>Objective 3</u> - To improve students’ ability to read, decode, comprehend, infer, relate and re-tell.</p>
<p>Rationale</p>	<ul style="list-style-type: none"> • Low F.S.A • High number of students ‘not meeting’ or ‘approaching’ on report cards • Low levels in comprehension • Low levels of written output
<p>Performance Indicators/Evidence</p>	<p>PM Benchmarks, QCA, OCA, FSA, Final Report Cards, attendance, behavioural referrals</p>
<p>Performance Targets (Expected Results)</p>	<ul style="list-style-type: none"> • Decreased behavioural referrals • Increased number of students reading and comprehending at ‘grade level’ • Increased scores from PM Benchmarks, QCA, OCA, FSA
<p>Achievement of Performance Targets</p>	<ul style="list-style-type: none"> • At a May staff meeting, we will discuss and create baselines • We will use data from 2016/2017 school year to set targets for the second and third years of the plan
<p>Strategies</p>	<ul style="list-style-type: none"> • 3 tiered Literacy Interventions • Small group direct-instruction in class • Alignment of teacher schedules • Literacy Circles • ‘Bin of Books’ from Merritt Public Library • Battle of the Books • One on One Reading Program

