

2. Elementary School Growth Plan - Social Emotional Learning and Wellness: September 2020 – June 2022 (updated December, 2021)

School	West Sechelt Elementary		
Background	Total Enrollment: 264 (Primary: 126; Intermediate: 138)		
Data Summary	<ul style="list-style-type: none"> • School and classroom data • Provincial Assessments • Aboriginal Student Success • Students with IEPs 		
Data Analysis	Kindergarten surveys in fall and spring; EDI – K; MDI – Grade 4; MDI – Grade 7 On-going anecdotal information from staff reports and via school-based team meetings.		
Targets	December 2020	March 2021	September 2021
	<ul style="list-style-type: none"> • Orca Centre resources in place. • Address student food security. • Create alternative to “breakfast trays.” • Increase EA support to 2019-20 level (13 staff) 	<ul style="list-style-type: none"> • Evaluate routines for Orca Centre and regulation space. • Assess budget re ability to maintain EA numbers • Connect with SOGI team re supporting student goals 	<ul style="list-style-type: none"> • Review progress with MDI lessons and goals. • Assess progress on equity scan as it school systems and trauma.
Progress on Target	<ul style="list-style-type: none"> • Orca Centre up and running. • Back-pack buddies (weekend food supplements) in place. • <i>Nourish Eatery</i> food in classrooms coming on-line in January 	<ul style="list-style-type: none"> • Student regularly using regulation space (with and w/o EA support. • School garden space being used with benefit for student regulation 	<ul style="list-style-type: none"> • Students access the Ready, Set. Learn lab as needed with their classroom EA.

	<ul style="list-style-type: none"> • 13th EA hired to start Jan 6. 		
Strategy/ Action	<ul style="list-style-type: none"> • Develop or identify strategies to: • Identity and student voice, self-regulation and resiliency. • Move SOGI to be a standing item for monthly staff meetings. • Collaborate for Orange Shirt Day/Moose Hide Campaign/Indigenous learning, Pink Shirt Day/EASE, Black Shirt Day/Black Lives Matter/Black History Month, and SOGI 123 to promote inclusion/awareness (including the use/purchase of literature to support inclusion/acceptance and the Core Competencies as they relate). • Move Orca Centre RSL lab to old multi-purpose room in order to centralize Tier 2 and 3 supports closer to IST office in order to create a student regulation space with the goal of students using it to self-regulate w/o adult support. • Create supports/clear communication around the roll-out <i>and updating</i> of COVID protocols • For 2021-22 allow parents/guardians of K students inside the building for drop-off/pick-up. • Investigate student recess/meal schedule routines to address student interpersonal conflicts and self-regulation (especially during the construction of the school expansion with its impact on playground space and the pandemic, in general). • Allow student access to the learning commons during eating times to allow for cross-class connections. • Give teachers permission/direction to adapt academic goals/activities to ensure time to support student (and staff) mental and physical well-being. • Collaborate with the Sechelt Community School (Ted Chisholm) to address concerns re student food security. 		
Engaging Parents	Share school goals at the October PAC meeting.		
Engaging Indigenous Educ Team	Collaborate with Mary-Joi Hunt (Indigenous Educ T) about the performance of our Indigenous students. Review the data in the Indigenous student binder/SBT.		
Connections to District Plans	<p><i>1a) Our students' voices will be respectfully heard and acted upon</i></p> <p><i>1f) Our students will develop and apply social and emotional skills to successfully live, work and play together.</i></p>		

Budget	Professional Development	<p>Pay EAs to attend after-school meetings to ensure open communication and sharing of information to promote holistic student care across settings (ex. classroom and playground). IST to include PD topics.</p> <p>Investigate how to extend beyond the trauma-sensitive training done in 2018-19 and 2019-20 to consolidate staff capacity to support student wellness, anxiety and regulation. TLC funds are available. For 2021-22, the staff has indicated a desire to participate in Circles training with Sue Lamb .</p>
	Resources	<p>Resources on SD46 ENGAGE (ex. Shelley Moore, Indigenous education, SOGI 123, etc.)</p> <p>Canvas PAC to provide some funds for regulation space (funds have been received).</p> <p>Use SD46 Family Navigators to support families during the pandemic and beyond.</p> <p>Support the purchase of literature and other materials as requested.</p>
Principal	Jeff Marshall	
Team Members	<p>Primary team: Patty Dressler, Michelle Smart, Tlell Bristow, Johanna Marion, Ashly Fraser, Meghan Campbell, Melissa Paolozza, Katherine Andres, and Jyl Stinson.</p> <p>Intermediate team:, Jyl Stinson, Chris Allen, Lisa Allen, Raun Desharnais, Julie Rempel, and Ray Clayton.</p> <p>Support Team: Michelle Smart (reading), Danielle Arsenault (librarian), Ron Fremont(inclusion support), Dani Lawson (inclusion support), Mary-Jo Hunt (Indigenous educ), Karen Broom (English Language Learning), Steve Karagianis (music), Douglas Hagerman (music), Kate Cree (counsellor), Emily Hoy (counsellor) and Jeff Marshall (principal).</p>	