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**School Level Plan**

**School:** Click here to enter text. **School Year:** 2022-2023

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| **FOUNDATIONAL ITEMS** | |
| **Division Motto, Mission, Vision, Values, & Aspirational Statements** | **School Mission, Vision, Values, & Compelling Why** |
| **Motto** – Students Come First  **Mission** – “Building Strong Foundations to Create Bright Futures”  **Vision** – “Learning Without Limits ... Achievement for All"  **Values** – Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance and Diversity  **Aspiration Statements -** High Quality Teaching and Learning, Engagement of All Students, Families, and Communities, Effective Policy Healthy, Sustainable Physical and Social Environments |  |

| **Aspirational Statements into Action** | | | | |
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| **High Quality Teaching and Learning**   * Provincial curricula and related resources that are developmentally appropriate and culturally responsive. * Employ play-based learning experiences that support a sense of personal competency, self-efficacy, and social responsibility; and, * A wide range of opportunities to learn, practice, experience and demonstrate understanding, confidence, and motivation for a healthy and balanced life. | | | | |
| **Division Level** | **School Level** | | | |
| **Division Outcomes** | **School Level Work Plans**  (What is the School Doing?) | **Tell Your Story**  (What Products, Observations, Conversations & Stories will the School Gather to Illustrate Progress?) | **Most Responsible Persons** | **Budget** |
| By June 30, 2023, 25% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.  **Key**  **(EYC# 1 = Early Years Committee School Level Plan #1)** | * **(EYC# 1) - EYE assessment in Fall/Spring** * **(EYC# 2) Use EYE data to set classroom goals/Meet with division level staff to determine classroom goals** * **(EYC# 3) Use division directed resources ie. Heggerty** * **(EYC #4) PK & K Teacher trained with Heggerty.** * **(EYC# 5) RTI** * **(EYC# 6) SLP support in classroom-EET Tool** * **(EYC# 7) SLP K screening** * **(EYC# 8) Responsive teaching practices** * **(EYC# 9) SST Support.** * **(EYC# 10) Family Nights Family Engagement days 2 days set.** * **(EYC# 11) Transitioned to CJES building with the PK program.** | [Click here to see our CJES](https://docs.google.com/presentation/d/1HbTUZC_L1PJGXoetv2tuuY-_OWEp1w_zZ3JlgT906ZE/edit?usp=sharing) **[Early Years Success Story](https://docs.google.com/presentation/d/1HbTUZC_L1PJGXoetv2tuuY-_OWEp1w_zZ3JlgT906ZE/edit?usp=sharing)**  **EYC #1 – See Slide #2**  **EYC #2 – Done, Meeting held on Dec. 6, 2022. See Slide #3 for more detail.**  **EYC#3 – All Early Year Teachers have been trained with and are using Heggerty**  **EYC #4 – Done during the August Start-Up Days**  **EYC #5 – All Teachers were part of the CJES RTI Team this year. Thanks for your hard work on this.**  **EYC #6 – Thanks Valerie Caza – See Slide #4**  **EYC #7 – Thanks Valerie Caza for your continued help with this. See Slide # 4**  **EYC #8 – The classroom has been set up for this, relationships have been built, data has been collected on each students’ needs, planning for individual goals for success,**    **EYC #9 – See Slide #4**  **EYC #10 – See Slide #2**  **EYC #11 – See Slide #5 & 6** | **Kindergarten Teacher**  **Early Years Committee**  **Principal & Vice-Principal** |  |
| By June 30, 2023, there will be 10% more Grades 1 to 3 reading at or above grade level as compared to fall 2022 data.  **Key**  **(LC# 1 = Literacy Committee School Level Plan #1)** | * **(LC #1) Timetable so Lindsey, PJ and Kendra can all do RTI intervention daily** * **(LC #2) Rod to take all 3’s Health, Alex all Grade 2 Health to free up Lisa Fast to provide small group intervention as well.** * **(LC #3) Use division directed resources ie. Heggerty, Rime Magic to help students with their Literacy.** * **(LC #4) Purchasing more decodable resources.** * **(LC #5) Utilizing GSSD Elementary & Interventions Consultant (Susan Robertson) and Digital Learning Instructional Coach (Michelle Morley)** * **(LC #6) Literacy is a school wide priority/”Literacy Rich School”** * **(LC #7) Look into whether we have enough levelled readers and ordering more if we do not.** * **(LC #8) Do we need F&P classroom for lower levels as we can purchase this or GSSD centralized library has tons of A, B and C F&P levelled materials/books that we can access for free.** * **(LC #9) All of our interventionists this year to be trained with Heggerty.** * **(LC #10) Look into some PD in the “Science of Reading”.** * **(LC #11) Continue Balanced Literacy Practices** * **(LC #12) Utilize technology to promote increased Literacy “teach monster, epic, raz kids” that we are using?** * **(LC #13) Do we purchase the $1000 Raz kids subscription this year or is there a better way to spend this money?** * **(LC #14) Continued discussion between Librarian and CT’s to find “good fit” books. She is always updating the library with new series and what kids are interested in. Very welcoming area. Great at promoting reading.** * **(LC #15) Classroom Teachers to have home Reading programs set up.** * **(LC #16) Guest speakers, story tellers** * **(LC #17) One School One Book is always exciting, maybe a smaller book this year?** | [**Click here to see the CJES “Literacy Rich School” Story**](https://docs.google.com/presentation/d/18FZCw0x5YybJ7IKku1EIVMj3lBnJZkx7nTkX3iqT1_8/edit?usp=sharing)  **LC #1 – Done. Timetables finalized Aug. 31t/21**  **LC #2 – Done. Timetabled as indicated above.**  **C #3 – Done – all the Teachers at CJES are currently trained with these resources and have them in their classroom or have access to them in our school**  **LC #4 – Done and ongoing – See Slide #9**  **LC #5 – Done and ongoing – See EYC Slide #3**  **LC #6 – See Slides #1 to 30**  **LC #7 –**  **LC #8 –**  **LC #9 – Done, Heggerty Training took place during the start up days in August.**  **LC #10 –**  **LC #11 – Teachers continue to use a variety of strategies such as guide reading, reading alouds, oral language development, shared reading, independent reading, word work and spelling.**  **LC#12 -**  **LC #13 – Done, Staff Mtg. Conversation Oct. 5th. We will use this money elsewhere**  **LC #14 – Thank-you Bev for continuing these conversations and helping students get “good fit” books, see slides #3,4,5,6&7.**  **LC #15 – See Slide # 11**  **LC #16 – See Slide #12 - Thank you Lindsey Propp for Reading Willow Awards and Arlene Lozinski for reading Indigenous Stories during Ed. Week.**  **LC #17 -** | **Grade 1 to 3 Teachers**  **Literacy Committee**  **Principal & Vice-Principal** |  |
| By June 30, 2023, there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the June 2022 data. | * **(LC #18) Providing authentic writing opportunities for students.** * **(LC #19) Developing spelling skills across the grade levels** * **(LC #20) Grade 4 holistic writing rubric available to Gr. 4 teachers** * **(LC #21) Balanced Literacy (Modelled Writing, Shared Writing, Independent Writing, editing, conferencing, revising)** * **(LC #22) Portal awareness – Vertical alignment, writing anchor activities, Ministry Writing Continuum, Word study, GSSD Analytical Writing Rubric, Examplars** * **(LC #23) Resources – Jennifer Serravallo Adrienne Gear Lori Rog.** | **LC#18 – See Slide #8, 15, 16 …**  **LC #19 – All Classes have great individual spelling programs. It would still be nice to come up with a school wide spelling strategy.**  **LC #20 – This has been shared by our consultants on the portal**  **LC #21 – Teachers continue to use a variety of balanced writing strategies such as modelled writing, guided writing and independent writing.**  **LC #22 - This has been shared by our consultants on the portal**  **LC #23 – These resources have been purchased and are in our school.** | **Grade 4 Teachers**  **Literacy Committee**  **Principal & Vice-Principal** |  |
| By June 30, 2023, there will be 2% more Grades 2, 5, & 8 students at or above grade level in math compared to the June 2022 data.  **Key**  **(MC# 1 = Math Committee School Level Plan #1)** | * **(MC #1) Develop a CJES Math committee and give them a budget to support teachers with math in our school.** * **(MC #2) Continue to build our math room manipulatives, etc.** * **(MC #3) Use division directed resources.** * **(MC #4) Grade 2, 3 and 4 to complete math screeners** * **(MC #5) Number talks in all grades?** * **(MC #6) Use of Seesaw** * **(MC #7) Use of the GSSD Analytical Math Rubric** * **(MC #8) Use of Pre-Math Assessments from the Ministry** * **(MC #9) Awareness of Portal and all the resources on the portal.**   **Technology and Math**   * **(MC #10) number blocks playing while the kids are eating.** * **(MC #11) number block kits and workbooks for IIP kids** * **(MC #12) alpha blocks.** | **Click here for the CJES Math Committee Story**  **MC #1 – Done, thanks Jenn/Rhonda/Lindsey**  **MC #2 – See Slide #**  **MC #3 -**  **MC #4 –**  **MC #5 -**  **MC #6 – We purchased Seesaw at all grade levels. See Slide # for an example of what was posted in 4E for family to see.**  **MC #7 -**  **MC #8 –**  **MC #9 – All staff have accessed the new GSSD portal and know of the math setion**  **MC #10 – See Slide #**  **MC #11 -**  **MC #12 -** | **Grade 2 Teachers**  **Math Committee**  **Principal & Vice-Principal** |  |
| By June 30, 2023, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from June 2022 data.  **Key**  **(SWB # 1 = Student Well-Being Committee School Level Plan #1)** | * **(SWB #1) Develop a CJES Student Well-Being Committee and give them a budget.** * **(SWB #2) Beginning of the Year Assembly for the whole school to introduce students to staff and each other.** * **(SWB #3) School Counsellor support for individual students and large group.** * **(SWB #4) Up and Down the Worry Hill resource/strategy for students and teachers.** * **(SWB #5) SEL?** * **(SWB #6) Hold a CARE Fair for the students where they learn about a number of anxiety reducing strategies.** * **(SWB #7) Extra-Curricular Activities ie. Soccer, SLC, Cross Country, Yoga, Choir and more art activities.** * **(SWB #8) Have a Staggered Entry for students in PK and K.** * **(SWB #9) Classroom environment-creating a calm, welcoming environment.** * **(SWB #10) Continue with the School Garden.** * **(SWB #11) Continue to move ahead with the Outdoor classroom.** * **(SWB #12) Move our Sensory Room to the area around the Personal Care Room.** * **(SWB #13) Continue to build on items in our sensory rooms** * **(SWB #14) Small groupings/RTI** * **(SWB #15) Speakers for students from the Sask. Health Authority.** * **(SWB #16) Build a section in the library of good books for kids re: reducing anxiety.** * **(SWB #17) Use of youtube, Cosmic Kids Yoga, Go Noodle for great anxiety reducing resources.** * **(SWB #18) Give students as many fresh-air breaks as possible. Build it into our daily routines.** * **(SWB #19) Continue with the Terry Fox Run as it is a great activity for students.** * **(SWB #20) Leadership opportunities for our Grade 4’s (Safety Patrol, SLC, SCC, partner with CCS as much as possible)** * **(SWB #21) The Playground will be open for all kids to play and mix with other grades, siblings, cousins, friends, etc.** * **(SWB #22) Assign a Supervisor #4 to our kitchen so students never have to worry about food.** * **(SWB #23) Always keep bread, cereal, peanut-butter, apples, bananas, cheez-whiz and jam on hand.** * **(SWB #24) Apply for a nutrition grant.** | **[Click here to see the CJES Student Well-Being Story](https://docs.google.com/presentation/d/1s5NaNgOD7LOxriONM26E98bI8ZcwXOjhtKaQB4YBkY8/edit?usp=sharing)**  **SWB #1 – Thank you Alex, Lisa, Kendra**  **SWB #2 – This Assembly was held the First Friday of the School Year.**  **SWB #3 – Thank you Mrs. Propp for taking on a Social Emotional Learning (SEL) Group.**  **SWB #4 – Thanks Rhonda and Lindsey P. See Slide #33**  **SWB #5 - Thank you Mrs. Propp for taking on a Social Emotional Learning (SEL) Group.**  **SWB #6 –**  **SWB #7 – CJES has schedule a lot of Extra-Curriculars this year, See Slides #10, 20**  **SWB #8 – Done, we followed the GSSD Staggered Entry Windows for Early Years on the GSSD Calendar**  **SWB #9 – See Slide #34**  **SWB #10 – See Slides #**  **SWB #11 –**  **SWB #12 – See Slide #24**  **SWB #13 – See Slides #24**  **SWB #14 – Many small groups are currently being worked with and reviewed regularly at RTI meetings.**  **SWB #15 –**  **SWB #16 – Thank you Bev, Alex and Lisa St. Mars**  **SWB #17 – See Slide #34**  **SWB #18 – Teachers have continued this during the winter as nice days occur.**  **SWB #19 – See Slides #6**  **SWB #20 – See Slides #5**  **SWB #21 – Done, we were able to open the playground up and scheduled a specific day when Grades can take out Gym equipment.**  **SWB #22 – Done, thank- you Kim, Lisa St. Mars, Kim and Rod**  **SWB #23 – Done, thank you Kim for ordering as we need.**  **SWB #24 – Thank you Kendra for applying for the CSCH grant. We were able to get $1000** | **Grade 4 Teachers**  **All Staff**  **SWB Committee**  **Principal & Vice-Principal** |  |
| By June 30, 2023, the three-year graduation rate will increase by 2% from the June 2022 data. | **N/A** |  |  |  |
| By June 30, 2023, the three-year graduation for self-declared Indigenous students by 5% from the June 2022 data. | **N/A** |  |  |  |
| By June 30, 2023. the five-year graduation rate will increase by 2% from the June 2022 data. | **N/A** |  |  |  |
| By June 30, 2023, the five-year graduation for self-declared Indigenous students by 5% from the June 2022 data. | **N/A** |  |  |  |
| By June 30, 2023, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from spring 2022 data. | * **(SWB #24) Utilizing Technology, Keep working towards our 1:1 device ratio.** * **(SWB #25) Varied teaching approaches-inquiry based learning.** * **(SWB #26) Play based learning in the early years.** * **(SWB #27) Using hands on learning practices.** * **(SWB #28) Building and making connections with students.** * **(SWB #29) Continue moving ahead with the Outdoor Classroom.** * **(SWB #30) STEM learning – Science, Technology, engineering and mathematics.** * **(SWB #31) Field Trips, virtual field trips, presentations.** * **(SWB #32) Flexible seating.** * **(SWB #33) Ag. In the classroom** * **(SWB #34) Build relationships with students – extra-curr.** * **(SWB #35) Use of technology – blended learning.** * **(SWB #36) Use of the school garden.** | **SWB #24 – Thank you to our SCC & Brandi & family for the $7000 + $1000 purchase of technology last year. The Division is putting a policy in place for 1:1 devices Gr. 4 and Up.**  **SWB #25 – See Education Week Slides #13 to 17**  **SWB #26 – See Slide #**  **SWB #27 – See Slide #**  **SWB #28 – See Slide #24**  **SWB #29**  **SWB #30 - – Thank you Mrs. Fast for the exciting Habitat Project. “A” was added (art) So it was S.T.E.A.M. See Slide # 17**  **SWB #31 – Our Grade 4 students attended the Pizza Farm and Harvest Showdown**  **SWB #32 – See Slide #**  **SWB #33 – See Slide #**  **SWB #34 – See Slide #10, 20**  **SWB #35 –**  **SWB #36 – See Slides # 3&4** | **Grade 4 Teachers**  **All Staff**  **SWB Committee**  **Principal & Vice-Principal** |  |

| **Aspirational Statements into Action** | | | | |
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| **Engagement of All Students, Families and Communities**   * + Efforts are aligned to promote student, family, staff and community health and well-being.   + School Community Councils and First Nations Education organizations are involved in School Level Plans.   + School Leadership values cooperation, effective interpersonal communication and shared decision making.   + Schools, families, and communities engage in ongoing discussions and shared efforts to promote and support the health and well-being of staff, students, and the community; and,   + Reciprocal relationships share resources and services within the school and community. | | | | |
| **Division Level** | **School Level** | | | |
| **Division Outcomes** | **School Level Work Plans**  (What is the School Doing?) | **Tell Your Story**  (What Products, Observations, Conversations & Stories will the School Gather to Illustrate Progress?) | **Most Responsible Person** | **Budget** |
| By June 30, 2023, there will a 2% increase in student attendance based on the June 2022 data. | * **(SWB #37) Breakfast program** * **(SWB #38) Free lunch for students who need** * **(SWB #39) School Counsellor Support** * **(SWB #40) Helping reduce barriers (clothing, school supplies, transportation)** * **(SWB #41) Safe spaces for students to have soft landing** * **(SWB #42) Providing families with free lice treatments when needed** * **(SWB #43) CSCH application** * **(SWB #44) Purchase School Supplies and charge a minimal fee (just show up).** * **(SWB #45) Begginning of the year attendance letter** * **(SWB #46) Edsby calls home when absent** | **SWB #37 – Students are fed Breakfast daily on a “need” basis.**  **SWB #38 – Same as above**  **SWB #39 – Our Counselor continues to see students when they are here and she is here.**  **SWB #40 – We continue to keep stuff on hand to reduce barriers.**  **SWB #41 – Gym, Kitchen, Library, Sensory Room, Walks**  **SWB #42 – This continues to be a common practice**  **SWB #43 – Thank you Kendra for getting $1000**  **SWB #44 – Done, all school supplies for $55 + $20 school fee. Also, Kim set up schoolcash so a monthly payment of $7.50 is an option.**  **SWB #45 – Done, this letter was sent home during the first week of school**  **SWB #46 – This takes place daily. Other calls, emails and letters are sent home as well.** | **Classroom Teachers**  **SWB Committee**  **Principal & Vice-Principal** |  |
| By June 30, 2023, GSSD will deepen relationships with families and communities by increasing our understanding of Indigenous identities, histories, and worldviews. | * **(SWB #47) Orange Shirt Day** * **(SWB #48) Utilizing Elders/ Indigenous Consultant/community members** * **(SWB #49) Indigenous Storytelling Month-February** * **(SWB #50) Indigenous Based art projects** * **(SWB #51) Office of the Treaty Commissioner Resources** * **(SWB #52) Land Based Learning** * **(SWB #53) Keep building library resources with indigenous authors and indigenous perspectives.** * **(SWB #54) Royal Saskatchewan Museum/Waneskawin Resources** * **(SWB #55) Curriculum practices that imbed Indigenous way of knowing** * **(SWB #56) Centralized Library resources** | **SWB #47 – See Slides #**  **SWB #48 – See Slide #16**  **SWB #49 – Thanks GSSD for setting up all the online content in February. CJES classes logged in and enjoyed the presenters and topics.**  **SWB #50 – See Slides #**  **SWB #51 – CJES has all the current resources**  **SWB #52 –**  **SWB #53 – CJES has continued to build on their First Nations content. Thank you to Bev and Lisa for continuing to make this a priority.**  **SWB #54 – Done, this was utilized during Education Week.**  **SWB #55 – A great deal of the SWB slides refer to this goal**  **SWB #56 – The centralized library has many great resources that we were able to utilize.** | **All Staff**  **SWB Committee**  **Principal & Vice-Principal** |  |
| By June 30, 2023, GSSD will deepen relationships with families and communities by engaging in authentic opportunities to promote student intellectual, physical, social-emotional, spiritual, and physical well-being.  **Key**  **(AS # 1 = All Staff - School Level Plan #1)** | * **(AS #1) Family Engagement Days Prek and K** * **(AS #2) One Book, One School** * **(AS #3) Playday** * **(AS #4) Inviting Community Members in to share talents** * **(AS #5) Inviting families to visit, read in classrooms** * **(AS #6) Year End Celebrations** * **(AS #7) Book Fairs** * **(AS #8) Discussion with Staff Supt. SCC on how we can make Student Led Conferences a more valuable time spent.** * **(AS #9) Work a winter celebration instead of a Christmas concert into the day when the community will be having their Christmas Lights Festival** | **AS #1 – Done See EYC Slides**  **AS #2 –**  **AS #3 –**  **AS #4 – Multiple Slides highlight this is the SWB slideshow.**  **AS #5 – The CJES Winter Family Festival was held on Dec. 20th See Slides #27-31**  **AS #6 –**  **AS #7 – See LC Slide #13**  **AS #8 – We had this conversation in Sept./Oct and also surveyed the parents**  **AS #9 – This was a Winter Family Festival that was held on Dec. 20th, please see slides #27-31** | **All Staff**  **Principal & Vice-Principal** |  |

| **Aspirational Statements into Action** | | | | |
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| **Effective Policy and Procedures**   * Protocols for collaboration on policy development and related protocols practices for health and well-being.   + Ongoing evaluation and monitoring of needs and effectiveness of efforts to improve well-being.   + Promising practices that enhance well-being.   + Clear practices, procedures, protocols and regulations regarding health and safety in children and youth (e.g., nutrition, anti-bullying, physical activity, pandemic planning, air quality). | | | | |
| **Division Level** | **School Level** | | | |
| **Division Outcomes** | **School Level Work Plans**  (What Is the School Doing?) | **Tell Your Story**  (What Products, Observations, Conversations & Stories will the School Gather to Illustrate Progress?) | **Most Responsible Persons** | **Budget** |
| By June 30, 2023, each school within GSSD will demonstrate improvement in services through the development, review, and revision of processes/practices that reduce barriers and enhance student success.  **Key**  **(AA # 1 = Administrators & Admin. Asst - School Level Plan #1)** | * **(AA #1) Review Budgets with staff** * **(AA #2) Fiscally responsible** * **(AA #3) Kim to keep track of budgets** * **(AA #4) Lunch program for students in need** * **(AA #5) Lice Program/Process** * **(AA #6) Admin Asst connecting with kids and homes** * **(AA #7) School Supplies provided by the school** * **(AA #8) $7.50 on Schoolcash.net per month for school supplies** * **(AA #9) Continuous contact with “facilities” to maintain a safe school environment (Asset Planner).** * **(AA #10) Following A.P.’s ie Outdoor Recess Guidelines.** * **(AA #11) Conversations on student achievements throughout the year.** * **(AA #12) Full staff cyber-security training** | **AA #1 – Staff/Departments were each given their budgets for the school year in November.**  **AA #2 – CJES has had a modes carry-over every year.**  **AA #3 – CJES has a double budget system where Kim is able to ensure every one is within the lines.**  **AA#4 – Lunch is provided to anyone in need of one.**  **AA #5 – CJES continues to purchase lice treatment kits for anyone that needs them.**  **AA #6 – Kim builds relationships with all kids in the office and is the at school bond between homes and kids. She delivers tons of messages from home to student daily.**  **AA #7 – CJES purchased all consumable school supplies for students for the 2022-2023 school year.**  **AA #8 – A monthly option was put in place for families to pay their school fees/supply fee.**  **AA #9 – The use of the F.A.M.E. program has been very useful for this during this school year.**  **AA #10 – This is posted in the office and on our website. All staff are easily able to make the call on this**  **. AA #11 – Regular RTI Meetings and IIP Progress meetings continue to take place.**  **AA #12 – All CJES Staff are up to date on the monthly cybe-security training offered by GSSD** | **CJES Administrators and Admin. Asst.** |  |

| **Aspirational Statements into Action** | | | | |
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| **Healthy, Sustainable Physical and Social Environments**   * + Access to and support for healthier options.   + A welcoming, caring, and inclusive environment.   + Healthy relationships among and between students, staff, and the community.   + Responsive and inclusive leadership of students, staff, and community.   + Relationships that influence and are influenced by families, cultural perspectives, and the community.   + Responsible infrastructures are built and maintained to current standards, with practices and procedures in place to plan for a strong and vibrant future.   + External and internal efficiencies will be implemented to ensure appropriate resources are targeted to key focus areas such as school buildings, grounds, materials, equipment, and routes to and from school. | | | | |
| **Division Level** | **School Level** | | | |
| **Division Outcomes** | **School Level Work Plans**  (What is the School Doing?) | **Tell Your Story**  (What Products, Observations, Conversations & Stories will the School Gather to Illustrate Progress?) | **Most Responsible Person** | **Budget** |
| By June 30, 2023, students and staff will report feeling welcomed, safe, and included at school.  **Key**  **(SWB # 1 = Student Well-Being Committee School Level Plan #1)** | * **(SWB #57) Open door policy in the school** * **(SWB #58) Open playground this year, no assigned area** * **(SWB #59) Breakfast and lunch program** * **(SWB #60) Open communication** * **(SWB #61) School Counsellor Support** * **(SWB #62) Extra Curricular Activities** * **(SWB #63) Optional Little staff social opportunities (shopping, valentines, Christmas, bring in lunch)** * **(SWB #64) School Clothing – samples that we can try on** * **(SWB #65) Something with a school logo that is fun for everyone – maybe sunglasses. Love the paw prints with our logo** | **SWB #57 –Doors are open unless there is a reason not to be.**  **SWB #58 –This was communicated to students at the “Welcome Assembly” at the beginning of the year.**  **SWB #59 – This has continued this year. Thank you Kendra for securing funds through CSCH.**  **SWB #60 – CJES is a smaller staff and communicates very well together. The purple R360 notes keep Admin. Informed of anything that needs to be addressed or documented.**  **SWB #61 – Thank you Lindsey Propp for your continued support and collaboration.**  **SWB #62 – Multiple slides highlight this in the SWB slideshow**  **SWB #63 – Thank you Lindsey and others for organizing this as our Social Committee Reps multiple times during the school year.**  **SWB #64 –Thanks for organizing this Kendra. The school clothing looks great.**  **SWB #65 -** | **All Staff**  **SWB Committee**  **Principal & Vice-Principal** |  |
| By June 30, 2023, students and staff will develop strategies for identifying emotions and accessing supports to enhance mental well-being. | * **(SWB #66) Use the Zones of Regulation as a strategy.** * **(SWB #67) Calming corners** * **(SWB #68) SEL group** * **(SWB #69) Set up and continue to build the Sensory room** * **(SWB #70) Opportunities for staff to connect outside of school** * **(SWB #71) Staff Social Fund** * **(SWB #72) use language of expected behaviour** * **(SWB #73) Buddy bench** * **(SWB #74) go over big and little problems** * **(SWB #75) teach kids “I” statements** * **(SWB #76) mental health speakers** * **(SWB #77) School Counsellor** * **(SWB #78) Central Office support for serious incidents.** | **SWB #66 – Our Counsellor and CT’s continue to educate and use the Zones of Regulation in the classroom**  **SWB #67 – Calming Corners and many other strategies have been implemented this year.**  **SWB #68 –Thank you Mrs. Propp for working with a SEL Group this year.**  **SWB #69 –Thanks to all involved moving our sensory room to its new location and getting it set up and ready for use See Slide #23**  **SWB #70 – Games Night, Awards Recognition Evening,**  **SWB #71 – Thank you Mrs. Ostafie for looking after this.**  **SWB #72 – This is a common language used and reinforced by our counsellor**  **SWB #73 – The buddy bench has been reinforced and used again this school year.**  **SWB #74 – We still have this posted. It would be good to review this as a school at the start of the year.**  **SWB #75 –**  **SWB #76 –**  **SWB #77 – Thank you Lindsey Propp. Multiple slides of evidence along with your collaboration during the year**  **SWB #78 – Thank you Jackie Spencer for you support with behaviours.** | **All Staff**  **SWB Committee**  **Principal & Vice-Principal** |  |
| By June 30, 2023, schools will follow established processes when responding to identity-based harassment involving students and staff. | * **(SWB #79) Gender Neutral Bathrooms** * **(SWB #80) Division directed processes, Review AP’s available.** * **(SWB #81) R360 documentation of unacceptable behaviour** * **(SWB #82) build capacity on staff with this topic.** * **(SWB #83) starting assemblies with land acknowledgments.** * **(SWB #84) Professional Devlpt. Opportunities for staff on diversity and anti-racism biases.** | **SWB #79 – CJES has 2 Gender neutral Bathrooms**  **SWB #80 – GSSD AP 170, AP 170-1, AP 175**  **SWB #81 – We continue to document all incidents of unacceptable behaviour on R360**  **SWB #82 – All PD opportunities are shared with staff through the “Friday File”. This topic has been available to some staff, but not all.**  **SWB #83 – Thank you to our SCC Reps. Please see slide #36**  **SWB #84 – Oct. 11th/22 School Based PD Days included “Under One Sun” training K to 3 and “Take Action for Reconciliation” training for Gr. 4 to 8** | **All Staff**  **SWB Committee**  **Principal & Vice-Principal** |  |

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| **PLAN REVIEW & REVISION** |
| **Three times per year, the school team should unpack their School Level Plans. Emphasis should be placed on progress. The following questions may be used as prompts for discussion.** |
| * What is on and off target? * What do we need to adapt in our plan? * What can we do to be more effective as a team? * What can I do to be a more effective team member? |

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| **COMMUNICATION STRATEGY** |
| **How will the plan and progress be communicated to the school community**? Note, a copy of the signed School Level Plan should be posted on the school website. |
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| **In-School Administrator(s) Signature** | **Date** |
|  |  |
|  |  |
| **School Community Council Chairperson Signature** | **Date** |