



2025–2026 GROWTH PLAN



Goal Statement

**Strengthen social-emotional learning for all students.
Implement evidence-based literacy instruction to ensure all students become proficient readers.**

Current Reality

Our school demonstrates a strong commitment to social-emotional learning (SEL), with many classrooms implementing supportive practices. Variability across settings highlights the need for a more cohesive, school-wide approach. Staff are focused on embedding SEL into daily routines, instruction, and the learning environment, while enhancing student voice and community connection. In literacy, we have initiated a collaborative, team-based effort to implement benchmarks and strengthen early years instruction—work we are dedicated to advancing.

Aspiration

- SEL is integrated across all learning environments and routines so students develop strong self-regulation, empathy, and conflict resolution skills.
- A common language and understanding of SEL is shared among staff, students, and families.
- Staff use consistent language, assessment tools, and instructional strategies for literacy.
- A targeted multi-tiered system of support (MTSS) is provided to ensure all students progress toward grade-level reading proficiency.
- Recognizing the land as teacher and creating opportunities for students to engage in place-based learning that reflects Indigenous ways of knowing. These experiences foster connection, respect, and stewardship, while enriching both SEL and academic learning.

TO SUPPORT THIS WORK, WE WILL:

Whole School



- Reinforce SEL themes during Whole School Meetings and morning announcements using a consistent approach: WITS/LEADS resources.
- Establish student leadership roles with specific goals. Launch a new school motto co-designed with students.
- Create visible SEL anchors (e.g., bulletin boards, SEL strategy of the month).
- Create student-developed videos and performances to model SEL skills.
- Continue school-wide 'Battle of the Books' and literacy celebrations.
- Expand opportunities for learning on the land, recognizing its role in fostering SEL competencies such as reflection, empathy, and connection. Through outdoor experiences and place-based learning, students engage with the natural world in ways that support Indigenous perspectives, deepen community ties, and promote stewardship and well-being.

In Classrooms



- Introduce mindfulness and growth mindset practices.
- Co-create classroom norms using the SSE Code of Conduct.
- Embed SEL into lessons through storytelling, reflection circles, and social stories with engagement from CYCW and school counsellor.
- Model joy and collaboration in teaching practices.
- Use evidence based materials for early literacy instruction
- Encourage collaboration, team teaching and resource sharing among staff.

BUILDING CAPACITY

Staff



- Professional learning on SEL frameworks integrated into all staff meetings (Everyday Anxiety Strategies for Educators (EASE) and WITS/LEADS modules).
- Regular in-service for K-3 literacy collaboration and support planning
- A staff SEL book club and resource sharing initiatives.
- Creating opportunities for staff to engage with place-based practices that honour Indigenous ways of knowing, support student well-being, and deepen our collective understanding of community, identity, and stewardship.

Students



- Leadership training for students (LEADS program)
- Opportunities to teach and model SEL for younger peers and share learning at home
- Leadership initiatives in whole school meeting's, morning messages, leading events etc.

Environment



- Enhance calming spaces and inclusive signage to support regulation skills.
- Use visual cues to support regulation and conflict management skills.
- Continue refresh of classroom, resource rooms and hallway spaces to be welcoming, intentional and to act as the 'third teacher'.
- Increase accessibility of materials for current literacy best practice
- creating spaces that reflect Indigenous worldviews and support learning on and with the land—where students can connect with nature, engage in hands-on exploration, and develop regulation and relational skills through meaningful, place-based experiences.

ASSESSMENT AND COMMUNICATION

We will monitor progress through:



- Monitor progress through student self-assessments, teacher documentation, and feedback.
- Office referrals evidence
- Feedback from families
- Mid-year staff review to assess what's working and adjust as needed.
- Student-led initiatives and leadership reflections.
- Dibels Data assessments and progress monitoring to assess growth and areas of further development
- Student awareness of the school motto, and SEL initiatives

We will share our progress and strategies through...



- Add SEL strategies and literacy highlights to monthly newsletters, and website
- Use student-generated content (e.g., blog posts, videos) to showcase learning.
- Share SEL and literacy resources and learning on the land resources for home use through PAC
- Celebrate student voice and progress through open houses and student-led learning sent home.