



School District No. 51 (Boundary)

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CLES 2023-24 School Growth Plan

School: Christina Lake Elementary School

Principal: Shawn Lockhart

Vice Principal: Morgan Adrain

A. Goal #1

Staff, students, and parents will engage in activities that help foster a sense of belonging and community engagement to promote the school as an equal pillar in the development of the whole child among self, home, and community/school (Academic; Human & Social; Career Development).

B. Rationale

In recent years, based on family interactions and lack of engagement, families present as less connected and increasingly less confident with the school and programming. It is believed this growing discord is fuelled by current social trends.

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

School and staff will work with community members and PAC (Parent Advisory Council) to cultivate activities and atmosphere for better community engagement. Through the lens of the new student reporting policy, the school will promote student-centred and student-led learning initiatives for parents including “open-house” style conferencing and student-led conferencing. It is believed having students centred in this multi-faceted approach is paramount to parent engagement. The school will also reinstate past practices such as more formal “community builder” activities including Maker’s Day and passion project days for Block Letter Program. Invitations will be issued for community-based and outdoor activities, student-led Regulation Science Fair and Art Exhibit, as well as daily practices such as morning walk/stretch/breathing routine.

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

Data will be collected through observation of parent and community relations and through parent feedback and surveys. Trends will be observed correlating student well-being (social-emotional) with academic progress.

Goal #2

Students will routinely engage in regulation practices and will incorporate these practices independently. They will deepen their understanding of the effect of regulation practices on physical and emotional well-being and how these work interdependently to support success (Academic; Human & Social).

E. Rationale

Regulation work has been an integral part of student learning for several years. The intention is that students adopt life-long practices to support their success beyond their elementary years. It is recognized that an aspect of mastery is the ability to teach others and share knowledge. This goal will support leadership development as well as encourage students to engage in a deeper understanding of why they adopt these practices and the more holistic effects that support their well-being.

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

The intermediate students have adopted routinely leading breathwork for their classmates throughout the day. Big buddy/little buddy groupings initiate the day by leading the school-wide morning stretch and breathing. These groupings include two to three students ranging from kindergarten to grade seven. Regular nature- and place-based learning initiatives will be implemented throughout the year. Art therapy, movement, and music-based routines are practiced regularly in daily classroom instruction, music class, and school-wide learning days (including but not exclusive to the use of singing bowls, stretching, and breathwork). To link community/parent engagement, parents will be invited and encouraged to join regular routines such as the morning walk/stretch, exhibitions of learning such as Regulation Science Fair and Art Exhibit, and breathwork will be introduced and incorporated into PAC (Parent Advisory Council) meetings. It is believed this work will complement Circle of Courage practices.

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

Success will be measured through observation, student reflection, and anecdotal evidence as well as correlating data between the implementation and continuation of these practices and student progress.

Principal:

Superintendent:

Board Chairperson:

Date:

Principal:

Superintendent:

Board Chairperson:

Date: