

**GLENMERRY
ELEMENTARY
SCHOOL
SCHOOL SUCCESS PLAN
2015-16**

School Mission Statement:

Glenmerry Elementary School is a community of caring staff and involved parents working together to develop individuals who value learning, and set goals that enable them to achieve personal excellence, successful relationships, and meet the future with confidence.

School Planning Council:

I certify that, to the best of my knowledge, the information provided in this progress report is accurate.

<u>Carolyn Catalano</u>	<u></u>	<u>June 8, 2015</u>
Principal's Name	Signature	Date

<u>Erica Charette</u>	<u></u>	<u>June 8, 2015</u>
Teacher's Name	Signature	Date
<u>Parent's Name</u>	<u>Signature</u>	<u>Date</u>

<u>Dawn Hudson</u>	<u></u>	<u>June 8, 2015</u>
Parent's Name	Signature	Date

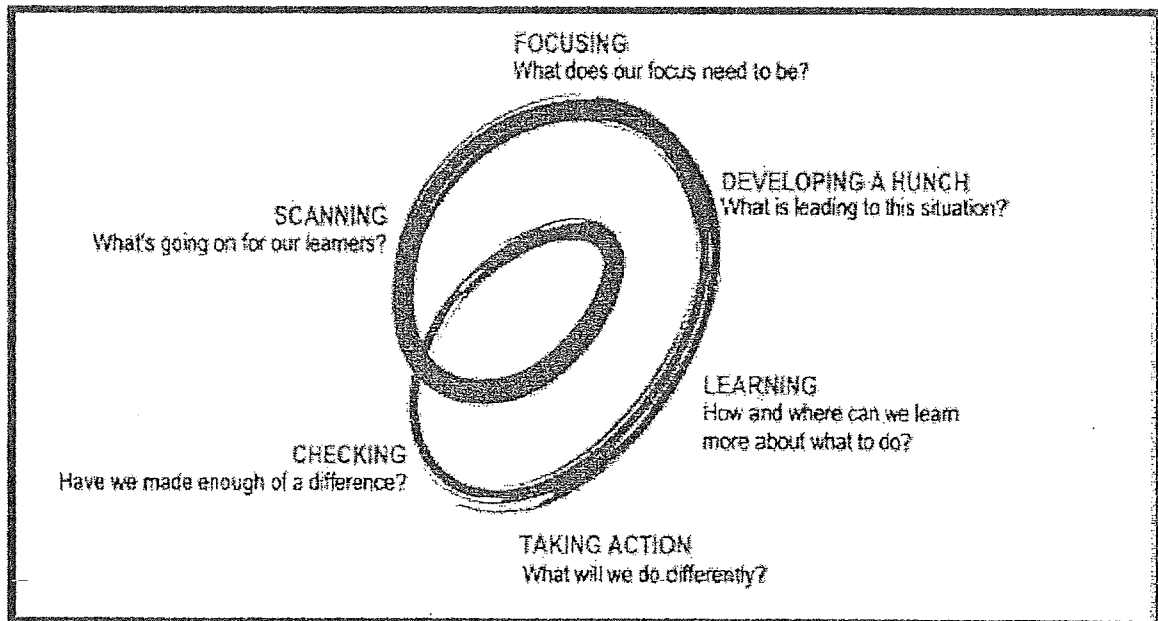
<u>Parent's Name</u>	<u>Signature</u>	<u>Date</u>
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School Context:

Glenmerry Elementary is situated in a suburb of Trail. It is a K-7 school with a projected enrolment of 335 students for the 2015-16 school year. Projections for the school seem to indicate an increase in enrolment over the next 5 years. The student population is diverse in socio-economics with many of the students coming from varied family structures and lower income households. The school currently runs a breakfast program and is part of the District lunch program. Twelve percent of our student population are on an I.E.P. Ten percent of our population are of Aboriginal descent. The PAC and School Planning Council are both very supportive of our initiatives for school improvement.

Inquiry-Based Model:

This year the staff decided to take an inquiry-based approach for school improvement. In collaboration, they discussed what they felt would make the greatest positive difference for student success and developed a critical question around their belief. The following action research plan seeks to put theory into practice and is reflective in nature.



The Spiral of Inquiry:

Scanning: Areas of concern the staff identified as impacting students' "readiness" to learn:

- Emotional and behavioural regulation
- Perseverance during a difficult or non choice task
- Motivation
- Responding and recovering from stress

Focusing: There was a general consensus from the staff that our students from Kindergarten to grade 7 would benefit from direct instruction regarding self-regulation.

Developing a Hunch: If students were better self-regulators both behavior and academic success / learning would improve.

Inquiry Question:

What effect will a school-wide focus on self-regulation have on improving student behavior and student learning?

Action Plan:

Objectives:

1. Look at the research behind self-regulation and explore a variety of resources ... build a teacher toolbox of resources to support teaching students to self regulate
2. Model self-regulation in the classroom
3. Teach the lessons from the Zone of Regulation K-7 and supplement with other resources as necessary
4. Explore Collaborative Problem Solving
5. Search for evidence that connects self-regulation and academic improvement (both anecdotal and empirical data)
6. Hold a parent information night on Self-Regulation
7. Regular "Checking" at staff meetings to reflect on our progress

Structures / Strategies:

1. Use of School-Based ProD days to learn more about self-regulation and build resources
2. Staff Meeting Discussions
3. Book Study

Assessment Tools and Process:

1. As outlined in our objectives we will be looking for both anecdotal and empirical evidence to answer our inquiry question.

Resources:

1. The Zones of Regulation by Leah M. Kuypers
2. Connected and Respected by Ken Breeding and Jane Harrison
3. Social Thinking Worksheets for Tweens and Teens by Garcia Winner
4. Thinking about You Thinking about Me by Michelle Garcia Winner

Parent Involvement:

1. Involvement of the PAC through regular updates
2. Parent Night on What is Self-Regulation
3. Newsletters

Evidence:

Reflection and Summary: