School Goal
Our community will explore the concept of interconnectedness as it relates to personal growth through social, emotional, and academic resiliency.

"First People's Principals of Learning" Connections
Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
Learning involves generational roles and responsibilities.
Learning takes patience and time.

Big Ideas
- We are connected to others through place and time.
- We work together to support and enhance the diverse processes of learning.
- We seek to engage in inquiry that is embedded, interconnected and intentional.

Objective One: Voice

Universal (School-Wide):

Objective: What do we wish to achieve?	Strategy: How will we achieve it?	Progress Indicators: How will we know we have achieved it?	Pro D and Resources: Students, staff, PAC, FOS	Communication: In house, community, social media, FOS

To develop self-regulation and social-emotional competence through empathy, problem solving, and emotion management skills.	• Use of CASEL Framework by adults
	• School-Wide review of *Zones of Regulation*
	• School-wide implementation of *Second Step*
		• Students will be able to self-identify their emotions and implement a toolbox of strategies to manage their emotions
		• Students will use vocabulary and implement strategies related *to Second Step'*s key components: skills for learning; emotion management; empathy building; and problem solving.
			• *Second Step* kits kept in counselling room; online resources available to all staff with activation code. Training webinars available online.
			• *Second Step* staff information sessions, as needed
			• *Zones* in-service sessions to new staff, as needed
			• All staff have own set of *Zones* resources:
			  o posters/chart in every learning space
			  o full lesson sets available in staff room
				• Parent night presentation (CPAC) of School Plan
				• Packages of home activities, *Second Step* has "home-link" letters with activities
				• Team reports out at staff meetings in regards to progress w/ objective
				• Intentional use of *Carisbrooke Connects* to inform staff of goings-on and resources
				• *Zones* basics in student planner
				• *Second Step* posters in planner

Targeted (Classroom):

Objective: What do we wish to achieve?	Strategy: How will we achieve it?	Progress Indicators: How will we know we have achieved it?	Pro D and Resources: Students, staff, PAC, FOS	Communication: In house, community, social media, FOS
To develop self-regulation and social-emotional competence through empathy, problem solving, and emotion management skills.	• *Zones* language review in each classroom • *Second Step* implementation • Team will facilitate activities and opportunities for structured practice with staff • Having consistent expectations for behaviors in common areas (playground, hallway, bathroom)	• Evidence of daily/weekly temperature checks in classrooms • Regular class meetings using Second Step lessons • Using consistent language and problem-solving strategies from *Second Step*	• *Second Step* Kits • *Zones* review packages • Whole staff in-service • Storybooks, videos, scenarios • SOGI website	• *Second Step* Family Letters will be sent home at the start of each unit. The letters provide an activation code that gives parents access to connect with the Second Step online community.

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Intensive (Identified Students):

Objective: What do we wish to achieve?	Strategy: How will we achieve it?	Progress Indicators: How will we know we have achieved it?	Pro D and Resources: Students, staff, PAC, FOS	Communication: In house, community, social media, FOS
To develop self-regulation and social-emotional competence through empathy, problem solving, and emotion management skills.	- As part of IEP process staff/family will understand what each of the *Zones* looks/sounds like for the student - Specific strategies to support social-emotional learning will be developed and implemented across settings, with the support of family, school staff and outside agencies as required.	- Identified students participate in *Zones* and *Second Step* activities with their peers - EA's/Supervisors incorporate *Zones* and *Second Step* language when dealing with student conflict outside of the classroom setting	- CUPE in-service on *Zones* and *Second Step* - EA's provide in-service to teaching staff about specific strategies	Noticeable presence of *Zones* and *Second Step* in IEP's

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Objective Two: First People's Principles of Learning

Universal (School-Wide):

Objective: What do we wish to achieve?	Strategy: How will we achieve it?	Progress Indicators: How will we know we have achieved it?	Pro D and Resources: Students, staff, PAC, FOS	Communication: In house, community, social media, FOS
To utilize and integrate the First People's Principles of Learning through understanding, personal connection and risk taking.	Implement the following strategies: • Integrate First People's Principles of Learning whenever possible • Include local Indigenous legends and language • Daily announcements (ie: words of wisdom) • School engagement activities	• Students and staff will actively use and reflect upon the language and concepts associated with the First Peoples Principles of Learning	• Continue whole staff in-service on actively incorporating First People's Principles of Learning • Connect with a Squamish Knowledge Keeper to learn some language and further develop oral storytelling skills • Staff and Students develop personal introduction and land acknowledgment • Host Indigenous Metis dance group	• Squamish language used in morning announcements and classroom • School-Wide project with a First People's focus that could be shared with community (ie: Thunderbird; continuation of Downie-Wenjack Foundation work) • Collaborative sharing of learning and use of the First Principles of Learning throughout the classroom and at staff meetings • Attach Indigenous flyer to weekly Carisbrooke Connects • Acknowledgement of Traditional Territories, the FPPL, local animals and language in planners

Targeted (Classroom):

Objective: What do we wish to achieve?	Strategy: How will we achieve it?	Progress Indicators: How will we know we have achieved it?	Pro D and Resources: Students, staff, PAC, FOS	Communication: In house, community, social media, FOS
To utilize and integrate the First People's Principles of Learning through understanding, personal connection and risk taking.	• Teachers will use resources provided by team to facilitate further learning about First People's Principles of Learning.	• Students will actively use and personally connect to FPPL through a variety of classroom activities	• Acquire more resources focused on these topics for classroom use • Provide teachers with appropriate resources, for their grade level, to use in classroom	• Elder Visits • Nature Walks • UBC Ethno-Botanist visit • Indigenous Art

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		• Staff will begin to seek out own connections and resources related to the FPPL	• Staff and Student will develop own personal introduction and land acknowledgment	

Intensive (Identified Students):

Objective: What do we wish to achieve?	Strategy: How will we achieve it?	Progress Indicators: How will we know we have achieved it?	Pro D and Resources: Students, staff, PAC, FOS	Communication: In house, community, social media, FOS
To utilize and integrate the First People's Principles of Learning through understanding, personal connection and risk taking.	• Provide EA's with resources to facilitate further learning about First People's Principles of Learning (eg. Pix Symbols)	• Identified students participating at their level and ability in FPPL activities in the classroom.	• Work with EA's to develop adapted FPPL resources • Staff and student will develop own personal introduction and land acknowledgment	• Elder Visits • Nature Walks • UBC Ethno-Botanist visit • Indigenous Art

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Objective Three: CORE COMPETENCIES

Universal (School-Wide):

Objective: What do we wish to achieve?	Strategy: How will we achieve it?	Progress Indicators: How will we know we have achieved it?	Pro D and Resources: Students, staff, PAC, FOS	Communication: In house, community, social media, FOS
Meaningful and intentional self-assessment of the Core Competencies	• Highlight a Core Competency/month in morning announcements • Assemblies/Presentations for each competency (5/6) • Target *Gotcha's* to reflect current Core Competency/ maybe something different for upper intermediates (Popsicle Swap-sicle Socials)	• Increased informed participation during assemblies/presentations • Staff discuss morning message/quotations with their classes • Increased student capacity to engage in thoughtful self-assessment and related dialogue • Periodic self-assessments (e.g., for each competency)	• Community-friendly examples of Core Competencies (for parents, teachers, EA's and students)	• Intentional electronic communication: o CPAC Newsletter o School Website o Class Websites o Agendas o Sangha Messages o Daily Announcements • Team regularly reports out in regards to progress with objective • Intentional use of *Carisbrooke Connects* to inform staff of goings-on and resources • Student-friendly Core Competency information in student planners

Targeted (Classroom):

Objective: What do we wish to achieve?	Strategy: How will we achieve it?	Progress Indicators: How will we know we have achieved it?	Pro D and Resources: Students, staff, PAC, FOS	Communication: In house, community, social media, FOS
Meaningful and intentional self-assessment of the Core Competencies	• Connect Learning Goals (Family Conference in November) to Core Competencies • Team pilots regular self-assessment of Core Competencies using a variety of templates for reflection	• A marked sense of ease in terms of both preparing for, and conducting Family Conferences	• Carisbrooke and SD44 websites: o Hub o reading materials o templates	• Parent Package ready for September focusing on Core Competencies and goal setting to be sent home (grade appropriate) • Pre-Conference package with examples of Core Competency goal setting for families

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Intensive (Identified Students):

Objective: What do we wish to achieve?	Strategy: How will we achieve it?	Progress Indicators: How will we know we have achieved it?	Pro D and Resources: Students, staff, PAC, FOS	Communication: In house, community, social media, FOS
Meaningful and intentional self-assessment of the Core Competencies	• IEP processes regarding intentional self-assessment developed by Shelley Moore, especially for use with low incidence students https://blogsomemoore.files.wordpress.com/2016/10/bc-core-competencies-supported-self-assessment.docx	• Teachers will directly connect at least one aspect of student's IEP to Core Competency learnings with all students	• Shelley Moore's Core Competency Self-Assessment • https://blogsomemoore.com/individual-education-plans/	• All students will complete the checklist 3 times during the school year (October, February, May)

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