



Cinnabar Valley Elementary School Plan 2020-2021



School Planning Document 2020-2021



School Name: Cinnabar Valley Elementary

Principal: Marisol Chatton

School Community Context

Cinnabar Valley Elementary is nestled in the heart of Cinnabar Valley. Visitors to the school find a vibrant community of learners, with students actively engaged in their learning both in and out of the classrooms.

Our student population presently stands at 281 with our school organized into thirteen divisions from Kindergarten to Grade Seven. The health and safety of our students is our top priority at Cinnabar Valley Elementary. Staff have worked diligently to ensure that safety protocols and measures are in place during COVID-19.

Our school continues to focus on the core competency of Personal and Social Responsibility, adding the Virtues project as a means of teaching positive behaviour (part of the PBIS system of supports). Our virtue for September is Compassion. This virtue was shared school wide and included in our newsletter creating “common language,” and understanding as we settled quickly into our new classrooms and new routines during these unprecedented times.

Our school goals for 2020-2021 are tied directly to our school’s Professional Learning Community and collaborative learning sessions.

Our School Goals

To improve reading fluency and comprehension

To develop confidence and skills to successfully navigate - Math/ problem solving skills

To continue to develop a warm caring environment where students and teachers feel comfortable taking risks to develop their learning. Support school wide language/ SEL programs – Zones of Regulation



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Inquiry Question: Do social emotional learning programs for students increase self-awareness (meta-cognition) and their sense or enactment of social responsibility?

SEL – Teachers have been very mindful of the possible impact of Covid 19 on the social emotional development and well being of their students, as they may present additional barriers to learning. We know that students who learn SEL (social emotional skills) are able to more effectively regulate their emotions and thinking which allows them to solve problems more effectively. By providing our students with the tools and opportunities they need to self-regulate, we transition them and prepare them for life-long learning. In today’s complex changing society, it is imperative that schools partner with parents to teach social and emotional competencies. Teaching students how to deal with the overload of stressors in their lives opens the door to understanding successful attitudes and behaviors.

SEL programs create an inclusive classroom community where students feel a sense of belonging, feel valued and understood. Students thrive in settings where they feel accepted and they feel their voice is being heard. Research indicates that when schools offer students programs in Social Emotional Learning, their achievement scores gain around 11 percentage points. By building students’ understanding of personal and social responsibility, we help them construct their identity, their character and their connections to others.

Cinnabar Valley is doing an excellent job of integrating various SEL programs into every classroom. In the Primary Grades we are integrating: Zones of Regulation, Superflex, How does your engine run? and The Incredible 5 -Point Scale. Intermediate grades are working on Executive Functions as well as the Mind Up Program. Such SEL learning programs create emotionally healthy classrooms where students are able to take risks in their learning and emotional development. When teachers are attentive to students social and emotional needs, a greater understanding and a true sense of belonging develops between teachers and students. Teachers are able to support student stressors with strategies to effectively manage various needs. Many strategies in particular breathing techniques help calm students, allowing for focussed attention, and better self-awareness, leading to deeper learning.

EASE at Home (for Parents and Caregivers)

In response to the COVID-19 pandemic, the EASE classroom activities were adapted for use at home by parents and caregivers to support children's mental health and continuous learning.



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These fun and practical strategies help guide parents and caregivers in managing their children’s anxiety and worries in the comfort of their home during the COVID-19 pandemic and beyond.

Kindergarten Readiness: Learn Through Play/Social Emotional Learning

<u>Literature Connections, Kindergarten</u>	<u>Literature Connections, Emotions/Behaviours</u>
<ul style="list-style-type: none"> • The Invisible String • The Kissing Hand • We Share Everything! • Wemberly Worried • The Boy Who Wouldn't Share • Wilma Jean the Worry Machine • <i>How Do Dinosaurs...</i> Series • Franklin the Turtle, Paulette Bourgeois 	<ul style="list-style-type: none"> • When Sophie Gets Angry, Really, Really Angry • When Sophie Thinks She Can't • In My Heart: A Book of Feelings • Today I feel Silly • The Way I Act • The Way I Feel • Julia Cook, Author • Todd Parr, Author
Social Thinking Curriculum	SEL is the process through which children understand and manage <i>emotions</i> , set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Parent Resources	Self-Regulation: What caregivers can do
<ul style="list-style-type: none"> • <i>Making Sense of Preschoolers</i>, Dr. Deborah McNamara • <i>Parenting from the Inside Out</i>, Dr. Dan Siegel • NCDC, 250.753.0251 	<ul style="list-style-type: none"> • Recognize a growing array of feelings in self/others • Identifying solutions to simple problems • With support, using strategies like deep breaths and self-talk to calm down



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<ul style="list-style-type: none"> Confident Parents Thriving Kids: Requires referral from a doctor. 	<ul style="list-style-type: none"> Focusing attention and persisting on difficult tasks for increased lengths of time Perspective-taking and early empathy
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Our Inquiry question:

How do we foster joyful, engaged reading and writing in a differentiated classroom while increasing student achievement using Universal Practices and Expectations to address the whole child?

Strategies for Literacy and Numeracy include:

Jolly Phonics, Jolly Grammar, Whole Language and oral language strategies, Daily Five with (word work) Guided Reading, Buddies

Student mentors as agents of change / both VIU Practicum embedded program as well as our school wide Buddy Reading program

Words their Way / Daily Five Café framework – Gail Boushey and Joan Moser

Team building – Jo Boaler – Changing students’ minds and achievement in Mathematics /

Math/ Carol Fullerton - Teaching resources

Peter Liljedahl – Building Thinking Classrooms / Broadening the scope of research on mathematical problem solving/ focus on technology

Prodigy Math

Technology: Raz Kids, Epic books, Starfall, Montessori crosswords, reading eggs, letter school, Google read and write

Platforms: Microsoft Teams/ Google Classroom /Google’s G Suite tools/ FreshGrade / classroom websites



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2020-2021 – In process /

Grade	Areas of Strength	Areas of Focus	Areas of current focus
K	Rhyme production / Syllable Blending / Sound Deletion	Letter names and sounds, concepts of print	Phonological awareness - Letter Sound Correspondence, upper and lower case
1	Initial and final sound isolation, Segmenting phonemes, Blending Phonemes	Reinforce letter sounds ; blending and decoding words and how to build/ write words and increase bank of sight words	Blending (Phonemes- Segmentation and Decoding Blends) Sight words
2	Short vowel sounds/ Initial sounds, middle sounds, word blends	Long vowel sounds, complex vowel patterns. Blends and word endings	Long Vowel Sounds, Complex Vowels
3	Sight word recognition/making predictions	Word work games and activities to focus on complex vowels/ develop comprehension skills	Complex vowels/ ability to use inferencing in comprehension
4	Literal comprehension/ making predictions	Making connections to text- (how and why) Inferencing/ continue to pull ideas out of text and support with detail both in writing and reading	Inferencing, text features, connections
5	Prediction/ Inferencing	Making connections/ Main idea/ supporting detail	Making connections
6	Making connections and inferencing	Main idea and supporting details/ paraphrasing and using textual evidence to support thinking	No immediate areas of concern in data
7	Literal Comprehension/ Predicting	Organization of writing/ Adding details into writing/ Connections/ inferencing	Gaining independence and confidence in literacy skills



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