

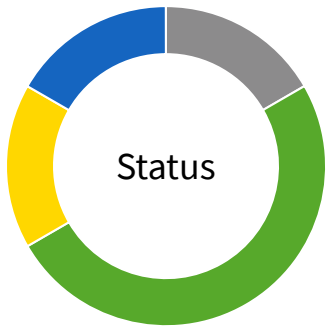


Queeneesh Framework

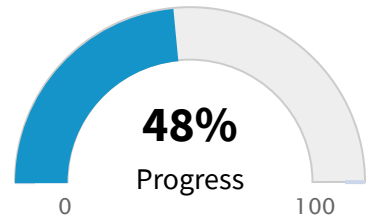
Report Created On: Feb 21, 2019

3 Goal	6 Action
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Overall Summary



	%
● Status Pending	16.67
● On Track	50.0
● Some Disruption	16.67
● Completed	16.67



Report Legend

No Update

Overdue

Priority

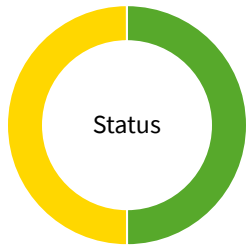
Plan Summary

Goal 5.31



Progress 53%

Owner: Christine Van Der Ree



- On Track
- Some Disruption

%	#
50.0	1
50.0	1

Action: 2

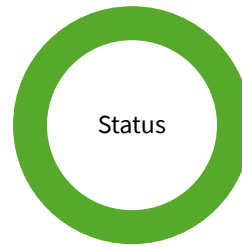
Queeneesh Elementary School Learning Plan 2018-19 Goal 1: Self-Regulation: Foster self-regulation in our students

Goal 5.32



Progress 50%

Owner: Christine Van Der Ree



- On Track

%	#
100.0	1

Action: 1

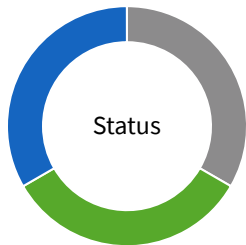
Queeneesh Elementary School Learning Plan 2018-19 Goal 2: Literacy: To create a library learning commons that creates a physical and virtual collaboration learning hub for the school.

Goal 5.33



Progress 43%

Owner: Christine Van Der Ree



- Status Pending
- On Track
- Completed

%	#
33.33	1
33.33	1
33.33	1

Action: 3

Queeneesh Elementary School Learning Plan 2018-19 Goal 3: School Wide Common Language: To build on our identified values ("The Q Compass – Guiding us on our journey) with the student body and the broader school community to embo...

Goal 5.31  Progress 53%

Queneesh Elementary School Learning Plan 2018-19

Goal 1: Self-Regulation: Foster self-regulation in our students

Owner: Christine Van Der Ree

Action: 2

	%	#
● On Track	50.0	1
● Some Disruption	50.0	1

Action 5.31.1 Sep 04, 2018 - Jun 28, 2019 On Track Progress 73%

Through Environment

If we do

- Provide staff professional development regarding environments that support student learning such as: de-stimulation of rooms, natural vs artificial lighting, optional seating options, making sensory tools available, scheduling (visual supports)

Owner: Christine Van Der Ree

Work Plan

First we will see

- Changes in the classrooms reflecting the above

So a little later we will see

- Students utilizing the environment to self-regulate and able to rejoin learning opportunities

Update provided by Christine Van Der Ree on Feb 14, 2019 00:59:26

- Feb. 7th - invitation to staff to work with Andrew Mackenzie, Pathways to healing - 'Office Hours at the Q " positive response - EA and teacher
- Jan. 24th - Based on conversations that took place on the 22nd, teachers have begun to request tools their colleagues discussed at the staff meeting.
- Jan. 22 Review of work done at the staff meeting, table discussions, what is working and what has been tried?, consider ideas for further changes
- Dec. Based on feedback , EA Shepherd revamped the Q zone as a calming space as well as the Project Room
- Dec. 18th - added Glover to Andrew Mackenzie's case load, established date for next EA session Jan. 29th, brainstormed further ideas for support as well as article with recommendations (to be reviewed in January)
- Oct. 30th and Dec. 4th - EA sessions (2 @ 1hr) Inservice with Andrew McKenzie - Pathways to Healing
- Nov. 13th Full staff training - Ready Do Done - Andrea Wilson OT
- Nov. 21st - PAC session - families supporting the Self Reg work at Queneesh - Andrew McKenzie - Pathways to Healing
- November - weekly consults Andrew McKenzie with targeted classrooms (Davidge/Rehnby/Carmichael) and the Breakfast program
- Sept. 28th Continued discussion with School based Curriculum Implementation Day - all teach staff
- Aug. 29th Prod - all teaching staff, in-service on Trauma Informed Practice, Pathways to Healing, Andrew MacKenzie.
- Aug. 15, 2018 Restructured EA schedules to attend all staff meetings and have collaboration time with teachers

Action 5.31.2

Sep 04, 2018 - Jun 28, 2019

Some Disruption

Progress 33%

Through Learning Strategies

If we do

- Provide teacher autonomy to devise and apply strategies for teaching self- regulation with their students, under the umbrella of the values identified in our Queneesh Compass

Owner: Christine Van Der Ree

Work Plan

First we will see

- Explicit evidence of the strategies being taught and applied

So a little later we will see

- Students able to reference those strategies as they shift from co-regulation to self-regulation
- A decrease of behavioural references based on a student's inability to self-regulate

Update provided by Christine Van Der Ree on Feb 14, 2019 01:02:48

Feb. 8th - adjusted time line for completion of 4 quadrant launch for spinner - Compassion and Community by June 2019 with Connections and Communication in the fall.

Feb. 8th - Spinner materials given to teachers

Feb. 5th - School wide assemblies (4 groups) to share the compassion videos created by Doug David, classes challenged to come up with child and class specific compassion strategies for the spinner

Jan. 22nd - staff meeting launch of next steps with spinner, discussions regarding classroom and child specific strategy layer , compassion component as the first quadrant

Jan. 15th - finalized the spinner concept with multiple layers, teacher autonomy and school values incorporated, reached out to PrintShop for support

Sept. 26th and Oct. 2 - SBT class reviews - reviewed RTI triangles and identified areas of need specific to classrooms to guide the selection of strategies and support

Sept. 25 - Exercise with staff to create class profiles - RTI triangles - for self regulation

Goal 5.32



Progress 50%

Queneesh Elementary School Learning Plan 2018-19

Goal 2: Literacy: To create a library learning commons that creates a physical and virtual collaboration learning hub for the school.

Owner: Christine Van Der Ree

Action: 1



	%	#
● On Track	100.0	1

Action 5.32.1

Sep 04, 2018 - Jun 28, 2019

On Track

Progress 50%

If we do

- Build a common understanding of a learning commons with the school community

*Owner: Christine Van Der Ree***Work Plan**

First we will see

- Understand our roles and next steps towards creating the learning commons such as: establish a learning commons committee, establishing expected behaviour and usage of the LC, creating different opportunities for students to access the LC

So a little later we will see

- A committee taking action on that shared understanding
- Increased use of the learning commons

Update provided by Christine Van Der Ree on Feb 14, 2019 01:03:30

Jan. 22nd - Staff visioning exercise and feedback on vision and values for an ideal learning commons, next committee meeting set

Jan 18th - grade 6/7 and grade 2/3 feedback on student vision for an ideal learning commons

Jan 16th - Parent presentation and values activity for feedback on a vision for the learning commons

Jan. 16th - LCC committee meeting to report back on the Standards Document, discussions on next steps including need for broader community understanding of values and beliefs prior to setting goals

Dec. 19th - Committee Meeting - Specific roles have been assigned to help create the school vision based on the Leading Learning Document Standards of Practice for School Library Learning Commons in Canada

Dec. 1, 2018 - committee formed

Nov. 13th, 2018 - presented initial understanding of the goals of the learning commons and invited staff to join a committee

October, 2018 - invited student population to spend lunch in the learning commons

Sept. 2018 - VP/ Library Clerk/Teacher Librarian clarify their roles in the creation of a learning commons

Sept. 2018 - Identified the need to open the learning commons at lunch, restructured EA schedules to accommodate

Sept. 2018 - With student input, created expected behaviours for the learning commons

Goal 5.33

Progress 43%

Queeneesh Elementary School Learning Plan 2018-19

Goal 3: School Wide Common Language: To build on our identified values ("The Q Compass – Guiding us on our journey) with the student body and the broader school community to embody the common values we want our students to exhibit.

Owner: Christine Van Der Ree

Action: 3



	%	#
● Status Pending	33.33	1
● On Track	33.33	1
● Completed	33.33	1

Action 5.33.1

Sep 04, 2018 - Jun 28, 2019

Completed

Progress 100%

If we do

- Develop a visual representation that support our common values to focus our school's vision

*Owner: Christine Van Der Ree***Work Plan**

First we will see

- A plan to launch the Q compass
- A common understanding of a compass and then each reference point on ours (ex. Expansion of the word community)

So a little later we will see

- School wide activities that will bring the Q compass to life for the school community
- Visibility of the Q compass within our building

Update provided by Christine Van Der Ree on Feb 14, 2019 01:03:49

Aug., 2018 - move forward with design ideas/consult Print shop and Communication Director to take last year values work and create a visual representation

Aug. 2018 - worked with staff to create a student welcoming display incorporating a compass

Sept. 2018 - Full staff presentation of journey of the Compass (review and intro to new staff), presented compass and invited committee to form,

Sept. 25th - Staff mtg - small table discussion - word revision

Oct. 2018 - Shared ideas for release of the compass - one section at a time, whole school release of compass concept and one quadrant focused on at a time,

Oct. 24th - combined the Community Engagement committee with the Values committee as the work was common, met and put forward rough plans

November 2018 - finalized the visual representation and established starting point for January

Action 5.33.2

Dec 05, 2018 - Jun 30, 2019

On Track

Progress 30%

If we do

- Launch the implementation of our visual representation that support our common values to focus our school's vision (Q Compass - representing Compassion, Community, Connections, Communication)

Owner: Christine Van Der Ree

Update provided by Christine Van Der Ree on Feb 14, 2019 01:08:07

Feb. 14th - Compassion share out with 1/4 of spinner completion per child, launch of A compassionate Friend draw in the lead up to Pink Shirt Day

Feb. 5th - assembly to launch compassion (

Jan. 24th - School wide motivational assembly Safire. Tied in presenter message with our school compass quadrants.

Jan. 15th - students created spinner covers to personalize their desired learning journeys. Student feedback: Children taking us (educators) to task on wanting to go on their personalized learning journey (S).

Jan. 11th - Planning with D.David for the compassion lessons was clearly communicated because of our deep understanding of the values we wanted him to emphasize in the lessons. Our clear vision has allowed him to have focused lessons to support our work, while at the same time supporting the specific needs of the three varied classes.

Jan. 9th/10th - 4 assemblies (fireside chats) to launch the concept of a Q compass, students tasked with creating cover for their compass spinner. Staff feedback: Children able to communicate purpose of compass and their spinner cover to their teachers who were absent during the fire side chats.)

Dec. 19th Doug David committed to do a series of three Compassion/Kindness lessons in January with presentation to the whole school during our Feb. 14th Compassion assembly

Dec. 12th Reached out to District staff for lesson support

Dec. 11th Staff Meeting - Explored our first quadrant of Compassion - defined it, brainstormed class and school activities.

Nov. 30th - Staff survey on launch order (Compassion, Community, Connections and Communication) 80% response rate - shared decision making

Action 5.33.3



Feb 13, 2019 - Jun 30, 2019

Status Pending

Progress 0%

If we do

- co-create and foster the language used to describe two of the quadrants of the Q compass, Compassion

We will have a school community that is able to

- articulate an understanding of compassion at an age appropriate level
- demonstrate and apply actions of compassion
- recognize where a compassionate act would have had a more desirable outcome

Owner: Christine Van Der Ree