

Elementary School Plan for Student Success



Team Members:

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School Context	mcmillan@abbyschools.ca
Inquiry Question	Will implementing a focus on social emotional well-being through inclusive classroom practices combined with the use of school wide common expectations and language when supporting student behavior result in improved student self-regulation, sense of belonging and engagement in classroom learning?

<p>Rationale (Why are we doing this?) (Please refer to school data)</p>	<p>As the past few years have unfolded, we have come to better understand the role played by emotional well-being when it comes to student engagement and success. We are noticing more students coming to school without the necessary ability to self-regulate. Students are not “ready to learn” and as a result many students are not engaging in learning activities.</p> <p>Staff have noticed a greater number of students struggling with behavior on a day to day basis and disconnecting from the learning that is taking place in the classroom. Measurements such as the MDI and the Student Learning survey indicate a small, but growing number of students who do not feel connected to the school, or more than 1 adult in the building. This number seems to be growing. Similarly, more students do not seem to have the social and emotional skills needed to navigate the challenges of a typical school day independently. The number of students struggling to learn to read and master numeracy skills is also increasing.</p> <p>Staff are challenged to continue to develop our skills to work with our students in a way that supports their social emotional health, builds relationships, and creates a culture in our school of safety and belonging. We need to support students both in being ready to learn, and to develop foundational skills that are needed in order to access curriculum and participate in a safe and healthy learning environment. Our teaching strategies need to target all learners, meet learners where they are at, and allow for ever changing emotional needs as well as academic ones. Building inclusive classrooms that support student mental health and well-being is the first step in creating classrooms that support growth in literacy and numeracy skills for all students. We are going to continue our journey this year by focusing on utilizing strategies within classrooms that create welcoming and inviting environments, allow for relationship and connection building, and give space to teach and practice skills needed for learning.</p>
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Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Calm down spaces (in and outside of classrooms) Fidget tools Comfortable choice seating Noise blocking headphones Use of scheduled breaks/break cards Flexible scheduling when needed Adrienne Gear Powerful Understanding Common language/responses for de-escalation of students	Admin, Classroom Teachers, LSS Teachers, EAs	Trauma Informed Practices Kernels Powerful Understanding Books/Adrienne Gear
Soft Start Connection Activities Student Choice Use of “I can” statements to set individualized learning targets Inquiry Based Learning opportunities	Classroom Teachers, LSS teachers, EAs	Connections Over Compliance by by Lori Desautels Book Study: Feeling Seen by Jody Carrington
School wide Assemblies to build spirit, share common behavior goals, celebrate achievement (virtues) Grade group meeting time	Admin, Classroom Teachers	Staff collaboration on common language, character/behavior goals for all students
Explicit Teaching of School Values/Expected Behaviours	Admin, Classroom Teachers, EAs	Husky Virtues/tags PBIS (staff exploration this year)

Progress and Impact (How do you know?)

We want to see improvement in students’ social and emotional well-being, and ultimately their ability to self-regulate, so that all students can learn. We will be looking at student data from the MDI, as well as the grade 4 Student Learning Survey for indications regarding student sense of belonging, and student emotional health and well-being as well as continuing to track our students’ achievement in literacy and numeracy. We will also track the number of students who are reluctant to attend or engage in classroom activities when at school. Our report card data, and the grade 4 FSAs will continue to inform us regarding student academic achievement.

During the 2022-23 school year our grade four Student Learning Survey told us:

- 31% of students never, almost never or only sometimes feel like school is a place where they belong.
- 3% of students feel like 0 or only 1 adult at school cares about them.
- 60% of students never, almost never or only sometimes feel happy at school.
- 33% of students never, almost never or only sometimes feel welcome at school.
- 51% of students never, almost never or only sometimes like school.
- 18% of students never, almost never, or only sometimes feel safe at school.
- 18% of students never, almost never, or only sometimes know how school expects them to behave
- 40% of students always, almost always or sometimes feel bullied at school.

During the 2022-23 school year our MDI told us:

- 42% of our students reported overall low well-being.
- 7% of students reported low self-esteem.
- 21% of students reported low ability to self-regulate (short term – to calm down).
- 5% of students ranked low and 40% ranked medium in their belief that there is an adult at school who believes in their success.
- 43% of students claim there is 1 or fewer important adults at school (8% - 1, 35% -0).
- 14% of students ranked low and 23% ranked medium in their sense of belonging at school.
- 10% ranked low and 24% ranked medium in their perception of our school climate (eg. People care about each other at this school).
- 7% ranked low and 15% ranked medium in their academic self-concept.
- 22 – 53% of students experience some sort of bullying.

Academic Achievement: March 2023

Literacy	Emerging	Developing	Proficient +	Numeracy	Emerging	Developing	Proficient +
K	7%	26%	67%	K	4%	23%	73%
1	17%	27%	56%	1	13%	24%	63%
2	19%	6%	75%	2	5%	25%	70%
3	10%	19%	71%	3	5%	13%	82%
4	2%	22%	76%	4	3%	8%	89%
5	11%	21%	68%	5	10%	12%	78%



STUDENT
SUCCESS



OPTIMIZED
RESOURCES



ENGAGING
OPPORTUNITIES



PROGRESSIVE
WORK FORCE

Making Connections: Explain how your school goal aligns with the Aboriginal Enhancement Agreement any of the following; Grade Three Imperative, Social Emotional Learning, the revised curriculum.

<p>Connections to the Aboriginal Enhancement Agreement</p> <ol style="list-style-type: none"> 1. Reading Success for each child 2. Cultural Awareness and pride 3. Increased sense of belonging 	<p>Our school Growth Plan is focused on improving student social emotion health and ability to self-regulate through building connections and a sense of belonging at school. Our goal is also focused on creating a school setting that is inclusive and provides optimal learning opportunities for all students. We will work at growing our own sense of self and building cultural awareness and pride. Reading success for all students is at the core of all our efforts!</p>
<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Early Learning 2. Grade Three reading imperative 3. Student Social and Emotional Learning. 	<p>Our Growth Plan is rooted in improving student social and emotional learning. We will be focusing our own professional development around learning the best ways to do this. We believe that by targeting students' social emotional well-being, we will be maximizing reading results (Grade 3 Imperative).</p>
<p>Revised Curriculum</p> <ol style="list-style-type: none"> 1. Core competencies 2. Assessment and reporting 3. Inquiry based learning and integrated technology 	<p>We are continuing our journey with the curriculum as we focus on social and emotional learning for students. We will need to be digging even deeper into core competencies to do this. Reflection on the ways in which we assess student learning as well as delivering curriculum in a way that allows for student choice and inclusion (inquiry based and integrating technology) will continue to be a part of our own learning and practice.</p>

