

Elementary School Plan for Student Success



King Traditional
Elementary School

Team Members: King Traditional teachers and principal

School Context

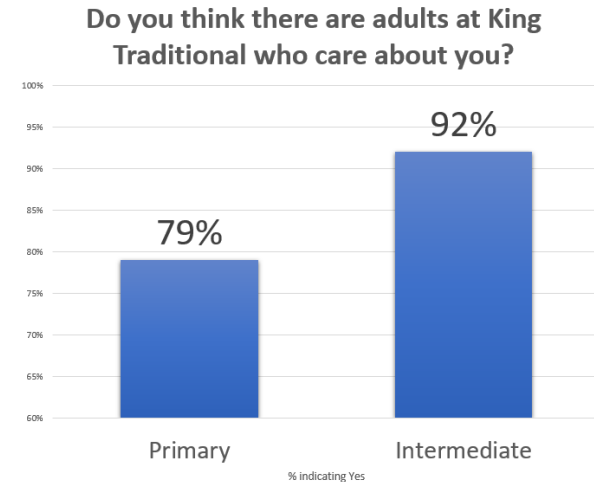
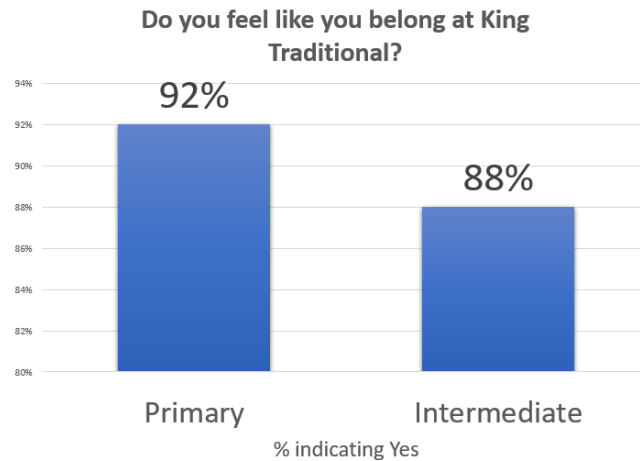
kingtraditional.abbyschools.ca

Inquiry Questions

Will our students' sense of belonging and connection to school increase if we intentionally develop social responsibility programming designed to help give students the tools needed to successfully navigate their peers in a positive way? How will the integration and utilization of the WITS SEL program help to accomplish this goal?

Rationale

A review of our student voice survey indicated the following data. Other surveys such as the Middle Year Development index and Satisfaction survey also back up the following areas of growth:



Strategies	Leadership/Teamwork	Professional Learning and/or Resources
<p>All classrooms will teach and reinforce the WITS program to provide school-wide common language understanding on how to approach social conflict with peers</p>	<p>All staff</p>	<p>Collaborating with CORE (Karen Van Egmond) and working with the University of Victoria to implement the WITS social responsibility program.</p>
<p>Whole school community commitment to learning about and practicing our monthly Traditional virtues. To be celebrated during our student of the month awards.</p>	<p>All staff</p>	
<p>Promotion of WITS and effective monthly virtue modeling through positive reinforcement. Students caught modeling these understandings to be randomly recognized with positive social responsibility forms which are collected in the office. At our monthly student of the month assemblies, a children's literacy book which connects to our monthly virtue to be read to the school and several copies awarded to students randomly drawn from these entries.</p>	<p>All staff</p>	
<p>Each level of our learning community has a part to play. Engaging parents as partners helps increase the number of caring adults who are involved in our children's educational journey. Noon hour supervisors to carry WITS acronym lanyards to help students use their WITS during breaks. Support staff, teachers, admin to all to taking the time to explain how WITS can be followed to navigate peer interactions and show how a successful outcome can be achieved.</p>	<p>All staff</p>	

Provide multiple student opportunities for lunchtime activities such as Bhangra club, creative club, technology club and chess.	All staff	
Learning targets are clearly stated on the board in each classroom, with an emphasis on SEL and student conduct.	Teachers	
Inclusive practices such as spirit days, culturally relevant events, school-wide house team challenges embedded into practice.	All staff	
Exploring a collaboration with ELL Department (Lynette Powers) and the Reach Gallery to explore the development of culturally responsive learning opportunities and materials.	Admin, ELL team, collaborators at CORE and The Reach Gallery.	

Progress and Impact

Assessments that will be used:

Data will be collected throughout the year to observe the increase of student achievement in Social Emotional Learning and sense of connection and belonging at school. British Columbia performance standards on Social Emotional Learning, and surveys like the MDI will be used to measure the students' achievement levels to measure growth throughout the school year. We will also design and implement our own student voice survey's so that our entire student population's data can be represented, collected and analyzed rather than just a select grade as surveyed by the MDI or Satisfaction surveys.



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.

Connections to the Aboriginal Enhancement Agreement

1. Reading Success for each child
2. Cultural Awareness and pride
3. Increased sense of belonging

Relationships with caring adults, and a sense of belonging at school are vital pieces to helping ensure our Indigenous learners are successful in our schools. When students feel valued, appreciated, and seen, they are more likely to in turn believe in themselves, celebrate their strengths, and feel safe to actively participate in their learning.

To connect our SEL goal with our Indigenous Enhancement agreement: Indigenous process and product are intentionally integrated into regular instruction to help ensure our students see themselves in their educational journey and experience success. The traditional Indigenous ways of knowing and our district’s Competency Based Learning ecosystem help inform process, where everything from cultural presentations and visiting experts to unit designs are done in collaboration with the Indigenous center help inform product. It is our hope that by celebrating Indigenous understanding in both process and product, our Indigenous students will see their culture embedded in the curriculum and the learning in the classroom.

Some other connections to our enhancement agreement include:

- Encouraging staff and students alike to model learning, take respectful risks, and develop their knowledge and understanding of Indigenous perspectives, understandings, and other curricular content.
- Ensuring that all teachers integrate indigenous perspectives and worldviews into their teaching using resources such as the Cultural Resource Kit, guided reading books, and picture books.
- Inviting Indigenous cultural or knowledge based “experts” to share their gifts and knowledge with the community.
- Intentionally build/strengthen connections with our Indigenous students’ and their families to ensure a better narrative of how to better provide academic, social/emotional and behavioral support in a holistic way.
- Track Indigenous attendance, and communicate regularly with Indigenous families to establish ways to support.
- Continue to build the Indigenous reading resources (content, informational text, narrative text) in the Library Learning Commons/classrooms.

Connections to the Elementary Operational Plan

1. Early Learning
2. Grade Three reading imperative
3. Student Social and Emotional Learning.

A sense of belonging, connection to caring adults, and Social Emotional Learning (SEL) are all foundational to all learning that occurs in the classroom. When students are taught the kinds of skills included in SEL programming like WITS, they improve their awareness of self and others, their ability to think critically, and act responsibly.

The Pillars of Literacy outline that SEL is required to achieve academic excellence. Each classroom will implement the WITS SEL program as well as other SEL based programming (i.e. Mind Up and/or Zones of Regulation).

By following an SEL program like WITS, students will be given the language and some starting tools needed to navigate social conflict with their peers. They will learn about some strategies needed to tactfully navigate the types of social situations we all face on a regular basis, and develop an easy to remember starting point for dealing with kinds of social challenges that can occur during unstructured time like recess and lunch. WITS provides starting language and strategies that directly connect to the other social responsibility and virtue work that is already happening in our building. It is a program that compliments our existing social responsibility initiatives, and is not meant to stand alone.

It is our hope that when students have a stronger understanding of social responsibility and the tools to work with their peers, their sense of belonging at the school will increase as will their happiness, optimism and belief in themselves.

Revised Curriculum

1. Core competencies
2. Assessment and reporting
3. Inquiry based learning and integrated technology

Focusing on Social Emotional Learning and improving understanding around social responsibility allows all students to access learning more effectively. When each child feels connected, valued and safe, they become far more ready to learn and actively participate in the classroom.

Students are also supported through tier 1 support. Some students may also receive tier 2/3 support in small groups or individually as identified through the School Based Team (SBT).

Students will be able to self-assess their SEL, belonging, and social responsibility through our school-level student voice surveys. They will also self-assess through Core Competency self-assessments.

Engaging parents as partners helps increase the number of caring adults who are involved in our children's educational journey. We strive to regularly engage in conversation and learning about SEL through newsletters, PAC meetings, Student of the month assemblies and regular parent contact.