

2015 – 2016

School Plan Document

School Name: <u>Capitol Hill</u>	Date: <u>June 2015</u>
Year of the Plan: 1 <u> X </u>	
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School Community Context: Capitol Hill is over 100 years old and located along the Hastings Street corridor, minutes from Burnaby Mountain. The current student population is approximately 380 with a diverse mix of cultural heritage and over twenty languages spoken by the students at the school. In addition to the regular K-7 English program, the school is home to three district programs: Late French Immersion, a District Alternative Program and the M.A.C.C. Program (Multi-age Cluster Classes).

The staff and parents at Capitol Hill believe strongly in the importance of Social and Emotional Learning. It is the competencies that allow students to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. We know when schools attend systematically to students' social and emotional skills, the academic achievement of children increases, the incidence of problem behaviors decreases, and the quality of the relationships surrounding each child improves.

Goal: Students K-7 to develop self-awareness and self-management skills to achieve school and life success

Why this goal is important? Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to achieve a goal(s).

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<p>Objective 1.0 Identify and manage one’s emotions and behaviours</p> <ul style="list-style-type: none"> a) Recognize one’s own emotions b) Linking one’s own emotions to specific behaviour c) Describe a range of emotions and the situations that cause them d) Describe and demonstrate ways to express emotions in a socially acceptable manner e) Apply strategies to manage stress and to motivate successful performance 	<p>Strategies: (these are a list of strategies which is not prescriptive)</p> <ol style="list-style-type: none"> 1. Introduce and implement the use of the 5 point scale, mind up practices, Zones of regulation, the RULER 2. Bringing mindful breathing into the classroom 3. Use CASEL, Zones of Regulation as a resource to build staff and parent knowledge 4. Students can create their own 5 pt. Scale for home and specific one for home use 5. Invite presenter to develop staff understanding of Social Emotional Learning 6. Coordinate with the counsellor and Intensive Behaviour Elementary Support Worker (IBES) to provide small and large group support to classrooms 7. Staff can implement visual supports in the classroom <p>All Students (Tier 1) will benefit from the above strategies. Student who require Tier 2 and 3 servicing will be serviced by our counsellor, IBES worker or EAs in small or individual instruction</p>	<p>Method of Assessment:</p> <p>Qualitative:</p> <ul style="list-style-type: none"> ● Teacher reports--informal assessments ● IEP meeting conversations ● School Based Team meetings ● Discussions at CAM (Consultative Assessment Meetings) ● Class meeting discussions <p>Quantitative:</p> <ul style="list-style-type: none"> ● UBC School Climate Study Report, ● MDI (Middle Years Development Instrument) ● EDI surveys (Early Years Development Instrument) ● IEP goal reviews ● Safety Plan and FBA reviews ● Office referrals
<p>Objective 2.0</p> <ul style="list-style-type: none"> a) Students, Staff and parents will deepen our understanding of Social Emotional Learning, specifically Self-awareness and Self-management competencies 	<p>Strategies: (these are a list of strategies which is not prescriptive)</p> <ol style="list-style-type: none"> 1. Introduce the SEL practices currently being used in the building (5 point scale, mind up) to new staff 2. Provide SEL information in newsletters and webpage when appropriate 3. Participation in the district SEL Cohort meetings organized by the School District <p>All Students (Tier 1) will benefit from the above strategies. Student who require Tier 2 and 3 servicing will be serviced by our counsellor, IBES worker or EAs in small or individual instruction</p>	<p>Method of Assessment:</p> <p>Qualitative:</p> <ul style="list-style-type: none"> ● Teacher reports--informal assessments ● IEP meeting conversations ● School Based Team meetings ● Discussions at CAM (Consultative Assessment Meetings) ● Class meeting discussions <p>Quantitative:</p> <ul style="list-style-type: none"> ● Satisfaction Survey ● UBC School Climate Study

How will your School Grant support your school plan?

1. What is the objective? Supporting Social Emotional Learning for all students in the school
2. What is the data that that led to this being an objective? UBC School Climate Study, Middle Years Development Instrument, Early Years Development Instrument, Thought Stream School Survey (May 2014), Office Referrals, IEPs and School Based Team Meeting discussions, discussion at morning coffee.
3. Who are the students/student group that will benefit from this objective? All students specifically those in tier 2 and 3.
4. How will this project be reflected in meeting the goals in your school plan? Providing Teacher resources and program support
5. How will you begin the project, monitor it and adjust it? 3 times in the school year, teachers will participate in CAM week (consultation Assessment Meetings). These discussions will help with adjusts needed for the next term.
6. How will funds be spent? (TOC time; workshop presenter if available; teaching resources and staff professional development)
7. How will you measure the impact on student achievement from this project? Results to be reflected in the School Climate Study, the number of students who need Tier 2 or 3 type servicing.