School Name: Capitol Hill

Principal: Wally Kanno

School Goal: Students K-7 to develop self-awareness (and later – self-management skills) to achieve school and life success

Date: 2019 - 2020

SCANNING: What's going on for your learners in relation to your goal?
How are you supporting the diverse learning needs of your school population in relation to the goal?

As we refined our school plan for 2016-2017 it was decided that Social Emotional Learning to be a focus. We see the importance of Social Emotional Learning in human development for our teaching and learning practices. Following Halbert and Kaser's Spiral of Inquiry model we used our September (2017) Pro D day to scan our knowledge along with emerging student needs. We used data from our 2017 MDI and also from the 2017 School Climate Study. We noticed that from both the MDI and School Climate Study that there was a group of students who did not feel that they had attachments with adults in our building. Staff were noticing and reporting more students with unregulated behaviours in the classroom and on school grounds.

CHECKING

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

We will continue to use the data that we gather from the MDI and the School Climate studies to see if our supports that we have implemented at the school level and also from the community agencies involved have made a positive difference for our students.

We will continue to engage our staff to get feedback to see if we have made a difference at a classroom level.

We will continue to engage our parents to get feedback to see if we have made a difference from a perspective of the home.

WHAT DOES OUR FOCUS NEED TO BE?

What evidence identifies the focus? What targeted groups are addressed? Where will concentrating your energies yield the greatest effect?

Our results from the Middle Years Development Instrument for our grade 4 and 7 students over the last several years, beginning in 2014-2015, and for our School Climate Study (2018) completed by Dr. Shelley Hymel and her Graduate students from UBC have both indicated a lower than expected perception by students to have a connectedness to the adults in the building. Why is this? Our staff really took this to heart and although we believe that we are doing quite a lot to try and connect and attach with our students, their (students') perception is different.

NEXT STEPS:

What requires further attention? Where to next?

Develop a student self-assessment rubric to get information from students.

Continue to engage our staff as we continue this important journey to address the social and emotional needs of our students at Capitol Hill.

To engage parents further as we continue this important journey to address the social and emotional needs of our students at Capitol Hill.

To reach out and engage in conversations with Community agencies to better understand their mandates so that we can better utilize their services to support our students at Capitol Hill who require services beyond what the school can provide.

SPECIFIC GOAL YOU ARE ADDRESSING:

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

With the data that we have collected over the years (MDI & School Climate Studies) and the students we see coming to our school feeling dysregulated, struggling with their mental wellness, we believe that this is an important area for our staff to focus upon as we believe that developing these important relationships with each student will increase the feeling of attachment and connectedness for them and will benefit them personally, socially, and in due course academically. If we do not address our students' social and emotional needs, we cannot hope to even get to their academic needs.

HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned? What resources and school/ district supports are you using? We have taken several Professional Days and time during each monthly staff meeting to take time to have conversations and having learning opportunities in the past 2 years. Last year, we have had Suzanne Vardy and Tracy Arron present at our September Pro D day on the topic of "Trauma Informed Practice Classroom Strategies". On our November Pro D day our SBRT presented to staff the 'Go To" Training for Mental Health from Stan Kutcher that we had attended.

This year at our November Pro D day we had Aisling Nebor give a presentation on Self Regulation and Emotional Control so that staff could incorporate strategies into their daily practice.

For our SBRT meetings this past first term all of our students had a Social Emotional component as an area needing support. We have reached out to our district staff (Suzanne Vardy & Tracy Arron) and also community agencies (CYMH, Cameray Child & Family Services, START) to help us support our students.

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

Plan – to continue to implement strategies in classes for all of our students, that were learned in our Trauma Informed Practices workshop, and to continue to encourage staff to refer students who require further support to our SBRT so that we can help to develop a more specific plan for these individuals and a second and for some a third tier level as required. We will continue to participate in a school-wide level in the upcoming MDI survey (for grade 4) and also have our intermediate students take part in the UBC School Climate Study in third term.

We will continue to have our SBRT monitor the students` progress who have been brought forward so far this year, and revisit and change any supports as required. Our SBRT will also work with our teachers to develop plans of support for students who may be brought forward in the future.

Hosting our 2nd Annual (PAC event) Capitol Hill School Wellness Fair on May 1st and 2nd (with guest speakers, sessions for adults and students and also vendors).

2019-2020

SCHOOL TEAM VISIT SUMMARY REPORT

(to be completed by Visiting Team)

SCHOOL: _____ *DATE:* _____

PROMISING PRACTICES

-
-
-
-
-

RECOMMENDATIONS

-
-
-
-
-

NAMES OF VISITING TEAM MEMBERS:

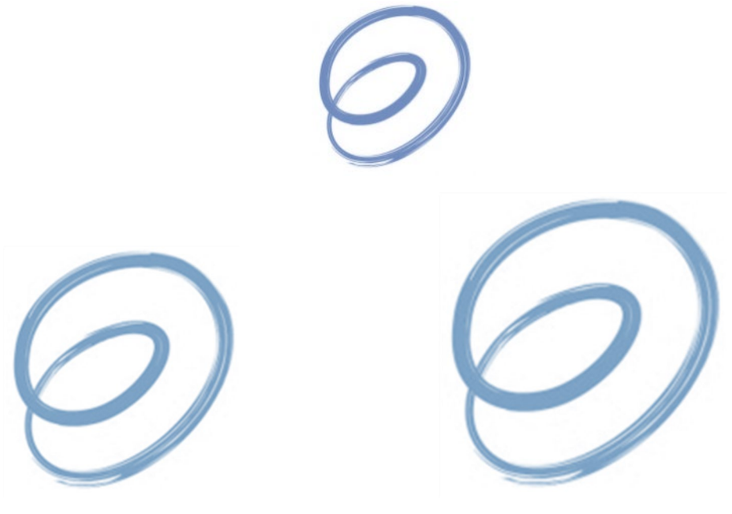
_____ _____

_____ _____

_____ _____

_____ _____

A SPIRAL OF INQUIRY
APPROACH TO SCHOOL PLANNING



SCHOOL PLANS GUIDELINES:

1) School Goal(s) – must be clearly stated and include an academic / intellectual focus (such as Reading or Writing).
   SEL may be an additional goal or incorporated in your academic goal.

2) Your goal should focus on student learning based on evidence both qualitative and quantitative.
   Examples below:
   a. Goal – To improve student skills in writing
      Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
   b. Goal – To strengthen student comprehension skills K – 7.
      Target – Group of grade 3 students / (male) not meeting expectations in comprehension.

3) This target group should be monitored for progress and this data should be included in your plan. If progress is not occuring, what are your next steps?

4) How are you involving parents in meaningful conversation around the school plan?

5) School Plans template
   a. RTI
   b. Inquiry Model