


Aberdeen Elementary School Plan for Student Success

	<p>Team Members All staff (Teachers, Educational Assistants, Youth Care Worker, Administrative Assistant, Principal)</p>
<p>School Context</p>	<p><u>School Website: aberdeen.abbyschools.ca</u></p>
<p>Inquiry Question</p>	<p>How will the intentional teaching and focus on positive-behavior support impact student well-being, connection and sense of belonging at Aberdeen?</p>
<p>Rationale (Why are we doing this?) (After reviewing literacy, numeracy and student well-being data as a staff/PAC, select and share data related to your Inquiry Question.</p>	<p>We have noticed that students are struggling to interact with each other in positive ways and to use strategies for dealing with their emotions. They also seem to feel disconnected from peers/adults and are lacking in strategies to strengthen these relationships.</p> <p>When reviewing our school’s Middle Year Developmental Index (MDI) data, the following data was determined to be areas of strength for our students:</p> <ul style="list-style-type: none"> - Connected to an Adult at School: 63% <p>Areas of further growth that were identified include:</p> <ul style="list-style-type: none"> - Well Being: 48% Low - Healthy Adult/Peer Relationships- 66-69% don’t have this - Absence of Worries- 38% Worry - Talk to an Adult at School- 38%

Strategies	Leadership/Teamwork <i>First People's Principles of Learning (FPPL)</i>	Professional Learning and/or Resources
Bi-Monthly meetings with the Positive Behavior Support (PBS) committee; plan and organize school wide lessons and initiatives	PBS Committee <i>FPPL: Learning involves recognizing the consequences of one's actions</i>	Teacher PBS Binder
Promoting positive student behaviors by catching students making positive choices (positive reinforcement)	All staff <i>FPPL: Learning is reflective and relational</i>	STAR Tickets "Caught in the Green Zone" Super Improvers Bucket filling
School Spirit Days to increase a sense of belonging	All staff <i>FPPL: Learning is relational focused on connectedness and a sense of place.</i>	Grade 5 leadership team will help set the spirit days for the year.
Have "Family Groups" to connect students amongst grades; meet once per month and complete activities with their group and different teachers	All staff <i>FPPL: Learning is relational focused on connectedness and a sense of place.</i>	
Inviting parents into the school to promote stronger family-school relationships	All Staff <i>FPPL: Learning is reflective and relational</i>	School-Wide Reading with Parents SEL/PBS Parent Meetings Invitation to Assemblies
Use of the Kernels of Practice (or Calm Kit, Mind Up, Zones of Regulation) to explicitly teach students calming strategies and create positive classroom communities	All staff members <i>FPPL: Learning supports the well-being of self, the family, the community, the land, the spirits, and the ancestors</i>	Kernels of Practice
Student Recognition assemblies to focus on SEL and achievement. Classes will present on various SEL competencies throughout the year (i.e. virtues) or PBS initiatives.	All staff members <i>FPPL: Learning is reflective and relational</i>	
Use of learning targets to allow students to be aware of their learning goal and focus their learning	All staff <i>FPPL: Learning involves patience and time</i>	Learning Targets in classrooms

Seating Options in the classrooms and alternative workspaces	All staff <i>FPPL: Learning requires exploration of one's identity</i>	Flexible seating Surf Desks
Explicit teaching of conflict resolution	All Staff <i>FPPL: Learning Involves recognizing the consequences of one's actions</i>	WITS Program Roll Play Discussions Sharing Circle (Morning Meetings)
Explicit teaching of gratitude using journaling	All staff <i>FPPL: Learning involves patience and time</i>	Gratitude Journals
Through data results, identify students that need additional adults to connect to and have adults explicitly seek them out during non-structured times.	All staff <i>FPPL: Learning is relational focused on connectedness and a sense of place.</i>	TEAMS channel with Students Needing Connections

Progress and Impact (How do you know?)

Data will be collected in Term 1 through an interview format with each child (Microsoft Forms). The same interview will occur at the end of the year to measure growth. British Columbia performance standards on Social Emotional Learning, and the MDI will also be used to measure the students' achievement levels and to measure growth throughout the school year. PBS behavior tracking forms will be collected by teachers to monitor student progress with PBS initiatives, which will be used to adjust our focus as needed.



Student
Success



Optimized
Resources



Engaging
Opportunities



Progressive
Workforce

Making Connections: Explain how your school goal aligns with the Indigenous Enhancement Agreement in the following; Mastery of Literacy and Numeracy, Deeper Learning Experiences in Core & Curricular Competencies, Student & Staff well-being.

Connections to the Indigenous Enhancement Agreement

1. Student success
2. Cultural Identity
3. Equity and Access for Indigenous Students

SEL and connection to the Indigenous Peoples of Learning will help integrate the learning about SEL with the indigenous curricula. The Indigenous People of Learning are posted in each classroom for reference and discussion. With the discussion and integration of the Indigenous Peoples Principles of Learning, students will understand and reflect on the indigenous culture.

For our indigenous students, it is important that they see their culture embedded in the curriculum and the learning in the classroom.

<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Mastery of Literacy & Numeracy 2. Deeper Learning Experiences in Core and Curricular Competencies 3. Student and Staff Well-being. 	<p>Social Emotional Learning is the foundation to all learning that occurs in the classroom.</p> <ul style="list-style-type: none"> - The Pillars of Literacy outline that SEL is required to achieve academic excellence. As a staff we will review the pillars of literacy to increase academic performance in literacy. - Each classroom will implement a SEL program (i.e. Mind Up and/or Zones of Regulation, Kernels of Practice) - Students will be involved in a survey at the beginning and end of the school year to provide data on school connectedness, and belonging. - Students will be taught how to self-assess their performance through the use of rubrics, checklists, and learning targets. - When students have a stronger sense of belonging at the school, we hope for an increase in happiness, optimism and belonging.
<p>District Priorities</p> <ol style="list-style-type: none"> 1. Equitable access to learning opportunities and outcomes. 2. Student Assessment and Reporting 3. Purposeful learning partnerships with families. 	<ol style="list-style-type: none"> 1. With a focus of Social Emotional Learning, it allows for all students to access learning. When each child is “ready to learn”, they will be able to access the learning in the classroom. This access can be 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). 2. Students will be able to self assess their SEL, belonging, and social responsibility through the Core Competency self assessments. They will also be able to tell their teacher about their belonging/connectedness in the school survey. 3. Engaging parents in conversation and learning about SEL and the Kernels of practice through newsletters, PAC meetings, and sharing photos of learning and activities at the school