School District 70 (Alberni)
A.W. Neill Elementary School
2017-2018 School Plan

System Goal: All students will develop and apply social and emotional learning strategies to become resilient, self-aware individuals.	
School Goal: To improve student's social and emotional well-being through increased self-regulation.	**2017-2018 Objectives:** Students will use a variety of short term and long term self-regulation strategies incorporate First Peoples worldviews and perspectives to make connections to support social-emotional growth.

Rationale:

Evidence and information considered in identifying this goal:

- Social and emotional well-being is associated with greater motivation and achievement in school, as well as positive outcomes later in life including post-secondary education, employment, healthy lifestyles and physical and psychological well-being.

- As a social and emotional competency, self-regulation enables students to respond efficiently and effectively to the challenges faced in school, and enhances students' capacity to learn and develop the skills necessary to deal with life's challenges.

- Students need to feel a sense of belonging to their school. Students can experience unnecessary anxiety when they are new to the school.

Grade	# of Red Cards	# of Students with Red Cards	# of Yellow Cards	# of Students with Yellow Cards
K	3	2	134	21
1	5	3	106	16
2	7	2	63	13
3	0	0	20	8
4	7	4	12	7
5	10	5	57	9
6	22	10	29	7
7	55	15	10	8
Total Students - 310	109	41	431	89

Evidence/Key Indicators:
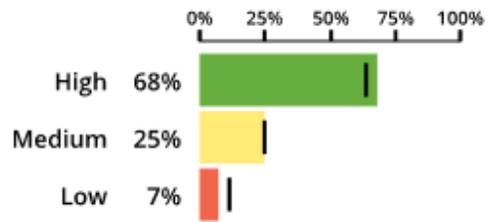*Data considered (Provincial, District, School)*

The summary of the behaviour tracking data during 2016/17 school year.

NOTE: Yellow and Red Cards are office behavioural referrals.

Middle Years Development Instrument (MDI): Grades 4

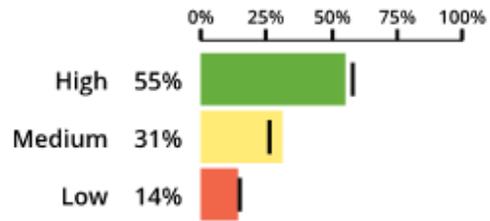**OPTIMISM**

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."
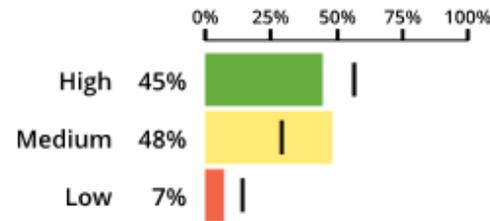
		0%	25%	50%	75%	100%
High	68%					
Medium	25%					
Low	7%					

PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."

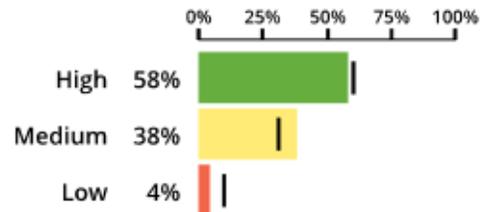|		0%	25%	50%	75%	100%
High	55%					
Medium	31%					
Low	14%					

SELF REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g. "I can calm myself down when I'm excited or upset."

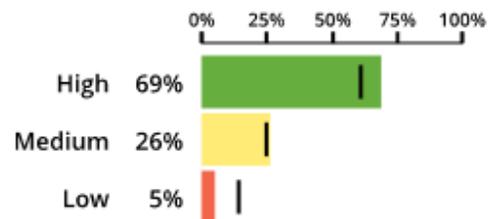|		0%	25%	50%	75%	100%
High	45%					
Medium	48%					
Low	7%					

SELF REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g. "If something isn't going according to my plans, I change my actions to try and reach my goal."

		0%	25%	50%	75%	100%
High	58%					
Medium	38%					
Low	4%					

Middle Years Development (MDI): Grade 7

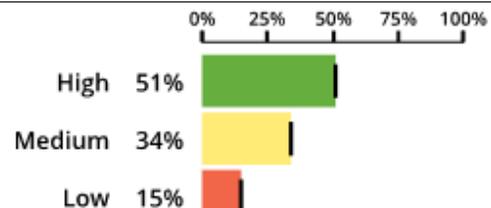**OPTIMISM**

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."
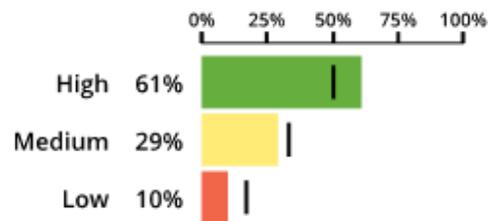
		0%	25%	50%	75%	100%
High	69%					
Medium	26%					
Low	5%					

PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."

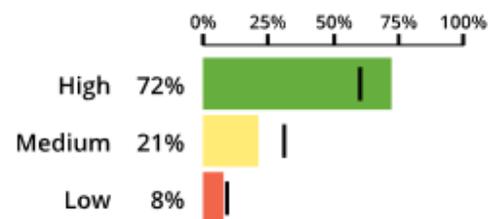|		0%	25%	50%	75%	100%
High	51%					
Medium	34%					
Low	15%					

SELF REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g. "I can calm myself down when I'm excited or upset."

		0%	25%	50%	75%	100%
High	61%					
Medium	29%					
Low	10%					

SELF REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g. "If something isn't going according to my plans, I change my actions to try and reach my goal."

		0%	25%	50%	75%	100%
High	72%					
Medium	21%					
Low	8%					

Success/Results

Evidence shared with PAC, staff and students

- The MDI data shows that there is positive change in student optimism, prosocial behaviour and self-regulation in the Grade 4 cohort when compared to the previous year. (Optimism +19%; Pro-Social Behaviour +31%; Self-Regulation +19% from previous year.)
- The MDI data shows that there is positive change in student optimism, prosocial behaviour and self-regulation in the Grade 7 cohort when compared to the previous year. (Optimism +15%; Pro-Social Behaviour +22%; Self-Regulation +17% from previous year.)
- According to the MDI data, Grade 7 students scored above the district average on these indicators.
- The social–emotional growth of our students that the MDI data describes is consistent with the decrease in the office referral data that was tracked in 2016/17 school year.

2017/18 Targets

Grade 4
1. 75% or greater of students in grade 4 report medium and high levels of short and long terms self-regulation
2. 75% or greater of students in grade 4 report optimism and prosocial behaviour

Grade 7
3. 75% or greater of students in grade 7 report medium and high levels of short and long terms self-regulation
4. 75% or greater of students in grade 7 report optimism and prosocial behaviour

Organizing for Improvement

Strategies and Structures
How will we continue to support students in this goal area?

What have we been doing to increase student outcomes in the area of social and emotional well-being, particularly the self-regulation, optimism and prosocial competencies?
How do we continue to build and maintain a safe and respectful school culture and learning environment?

Our main strategic and structural initiatives are related to self-regulation. We use a "Den" concept, where we provide direct instruction to students related to self-regulation activities and language such as "How does your Engine Run".

Students are given the opportunity to take a brief brain or scheduled break to refocus or self-regulate and rejoin the class. This can take place in the **"Den"** which is a place that has self-regulation resources that allow students to learn about self-regulating language and skills to be a more successful learner.

As a PBS school we recognize positive behaviors and work with the students and parents to correct inappropriate behaviors. Our Behaviour Tracking System and our School Code of Conduct, provide clarity of expectations and give opportunity for students to correct their behaviour. Our Bucket Filling Program rewards students for positive behaviour.

What new strategies, practices or structures will we introduce?
- "Why Try" Program – Gr. 4
- Individual classroom positive behavior supports – ie. Token Reward. Tickets, Couch Breaks, Superbucks, and Positive Reinforcement Jars.
- Utilize the District Behavioural Support Team – Class presentations for Social and Emotional lessons and Friends Autism Demystification.
- In September 2017, we had approximately 40 new students enrolled. By providing these students and family opportunities to tour the school prior to the start of the school year and meet staff members, students felt less anxious and more connected.

There are a number of school-wide additional strategies that all students have the opportunity to participate in to achieve a safe and respectful school culture and learning environment;

- Gr. 5 Leadership (lunch monitors, recycling, meaningful work around the school)
- Classroom Buddies with younger classes
- Choose some community initiatives to support (Children's Hospital, Cops for Cancer, Variety Club Telethon)
- Presenters will be brought into the school to teach about internet safety and cyber-bullying.
- Participate in Anti-Bully Day
- School-wide presentations on bullying (high school students present the Red Cross Anti-bullying program, our grade five teacher presented an anti-bullying presentation
- DARE
- School-wide assemblies/activities to reinforce prosocial behaviour
- Provide access to supports such as social and modelling stories, coaching for social skills etc.
- Extra-Curricular sports teams
- Monitor progress of specific high needs students identified in September.
- Refer students with a high number of office referrals will be referred to School-Based Team
- Ensure individualized behaviour plans are in place for high needs students, that they are monitored and supervised closely.
- Continue **"Beyond the Hurt"** helps your school or organization stop and prevent bullying – Grade 5
- RCMP – "Culture Share" Program – grade 6

- RCMP – Being True Program – grade 6
- Student Leadership Team
- Continue to work with staff in building student self-awareness and self-reflection into lessons.
- Continue providing the "DEN" as a place that provides sensory activities and bins, towards building self-regulation skills.
- A system of student reward and behavioural tracking was introduced in September 2015. This structure has provided a common language for students and staff, and created a school-wide expectation regarding behaviour, interventions and consequences. Continue tracking results for 2017/2018.
- A new school Code of Conduct has established a common understanding of school rules, expectations and procedures. When students understand the expectation they are able to make more informed decisions about their behaviour.

Communication

School Community Engagement:

- During our September 2017 Curriculum Implementation Day, school staff reviewed the Social Responsibility data from 2016/17 comparing it with the previous year's results.
- Staff were encouraged by the results and were very enthusiastic in continuing with the intervention opportunities that "The Den" provides for out students and the Behaviour Tracking System.

Information regarding Social/Emotional learning opportunities, strategies and/or presentations are shared at staff meetings, student assemblies, PAC meetings and in school newsletters.