

Classroom teacher,

School Name: Kitchener Elementary Principal: Dino Klarich

School Goal: Big Idea: Building and inclusive and welcoming community where all students and staff feel a sense of connection and belonging to the school Date: January 19, 2022

*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?
This is the fourth year of our work since last year was Covid. This year our focus continues to be developing a sense of belonging for each student. We added another division, bringing our total to 19 divisions. Our Head teacher at the school and new staff joined our team are working well. New condo towers continue to be built and we anticipate further growth over the next several year. Our projections place us over 400 students. Over 1/3 of our student pop. are ELL (163students 83 female 80 male). Concerns: Monitoring: cyberbullying, vaping, although these issues have not come up this year. Some staff feeling stressed about current situation around Covid 19.

MDI (2018): 36% feel that” others may not like me”and there is at least one adult who believes they can succeed.

*WHAT DOES OUR FOCUS NEED TO BE*

What evidence identifies the focus? What targeted groups are addressing

SBT ( LSS, ELL, classroom teachers, counsellor, HT, Principal, parent( always invited)) have identified, developed and a plan and are closely following 65 students(30 who are also identified by the District Vulnerability Tracking 20.21)) and who are experiencing some degree (tier 2 or 3) of SEL challenges (anxiety, no sense of belonging, self reg.) many of whom are also experiencing academic challenges.

Priority 1: the 30 identified on the District Vulnerability Tracking Study 20/21)

Priority 2: the remaining 35 Tier 2 students who have been identified through SBT regular meetings.

45 IEPs in total at our school. 14 female 31 male

We have 11 students who are identified as Indigenous background. 5 female and 6 male

*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?

Research shows that if students feel a sense of belonging and connected to their school they will experience better academic outcomes. Strategies for specific students, especially in the area of belonging and connectedness as most successful when applied class/school wide.

Identified students will show a developing sense of connection and belonging as evidenced by:

* Verbal statements and stories by specific students
* Survey results (Heart and Mind survey given to parents)
* Adult (teacher, EA, parent) observation
* Observation of increased motivation and participation in academic and school activities

*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? Comments gathered from staff:

* We are offering students lots of different opportunities to feel connected and successful
* The language of HAWKS is permeating through the school. Big emphasis this year with Hawks Day
* We are putting in place lots of pieces to ensure that kids are connecting into the schools and feeling like they are a part of a vibrant and supportive community
* Students seem to respect the school and stand up for what is right
* Kitchener is a safe place to learn and to make mistakes
* There is improved ability of students to self-regulate through the teachings of mindfulness and chimes, outside play and exploration
* The HAWKS feather reflects appreciation for our whole school and helps student to think outside of themselves and think about others
* Seeing students take the initiative and allow their creativity to show is really amazing and inspiring
* Even when students make unwise decisions they know that that the adults they deal with believe in them and will support them to move forward in a positive way

*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?

Sharing of District workshops on Trauma-related practices, mental wellness in schools, engaging and hooking the struggling learners.

School data collection by teacher facilitators of extracurricular activities such as: chess and games club, coding club, rock band club, sports clubs, leadership and mentorship groups,

Investigating what other schools are doing to increase sense of belonging in their schools. Our Counsellor could liaise with others counsellors about this.

Survey students

Kitchener is one of two schools in Burnaby participating in a BC pilot on WE: Wellness in the classroom 2019 and is in year two working with the Dali Lama Centre on the Heart-Mind curriculum. Staff using resources very well.

Organized a Parent workshop on Assessment and Reporting in the fall of 2020.

NEXT STEPS:

What requires further attention? Where to next?

We need to continue our work of building community and ensuring that ALL students, especially our growing number of new students, feel a sense of belonging and connected to staff and other students. The MDI indicates that we need to focus on ensuring that ALL students are connected to other students.

Continued work in the area of digital citizenship will remain important.

Plan to participate in the Climate Study in near future to rescan feeling of safety, belonging and connectedness

Continue to work with parents to increase all our knowledge about student well being.

Continue to engage in dialogue with parents about successes, identification of challenges, and ways to turn those into opportunities

Completed virtual assemblies and celebrations here during Covid year.

*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? We continue to have COLA (Celebration of student Learning) assemblies each month where students who have been nominated for showing HAWKS behaviours are recognized and awarded a HAWKS feather. Their picture is posted near the Office

Continued work on being HAWKS (H=helpful, A=Accepting, W=welcoming, K+ acting kindly and S= being safe) First week activities focused on the Heart-Mind Curriculum with students, using intentional activities and literature. 3 staff and 6 students have created WKIT News In The Morning and send a daily message on ways to be kind.

We have continued our House teams and our leadership group is providing a variety of experiences for students to show school spirit and pride

Each of our Virtual Celebration of Learning assemblies focuses on how classes show ways of belonging and being connected. Our opening COLA included community building activities and we hope to focus on this at least once per term.

Continue to explicitly teach and engage students in discussions on digital citizenship and other issues of positive social interactions have us monitoring the use of cell phones during instructional time. Issues about digital citizenship have been shared with parents through newsletters, information letters sent home about concerning issues and PAC meetings. Have arranged for SAFETEENS (Parent request and funded) to speak to our Gr 6and 7.

Most of our classes have community circles on a regular basis, and are using mindfulness strategies

Continued communication with parents through PAC, monthly newsletters and individual phone calls and meetings when appropriate

*2020-2021*

*SCHOOL TEAM VISIT SUMMARY REPORT
(to be completed by Visiting Team)*

*SCHOOL: DATE: \_\_\_\_\_\_\_\_\_\_\_*

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.

1. Your goal should focus on student learning based on evidence both qualitative and quantitative.

Examples below:

* 1. Goal – To improve student skills in writing
	Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
	2. Goal – To strengthen student comprehension skills K – 7.

Target – Group of grade 3 students / (male) not meeting expectations in comprehension.

1. 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?
2. How are you involving parents in meaningful conversation around the school plan?
3. School Plans template
	1. RTI
	2. Inquiry Model

*NAMES OF VISITING TEAM MEMBERS:*

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*RECOMMENDATIONS*

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*PROMISING PRACTICES*

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