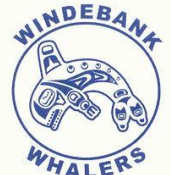
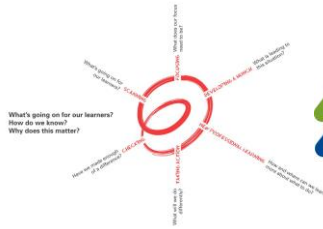


Windebank Elementary School Growth Plan 2017-2018



Our mission is to create a positive learning environment which will inspire everyone to believe in their ability to develop a healthy lifestyle and pursue their goal of a successful rewarding future: "If you believe it, you can achieve it."

School Context

- Growing student population
- Diverse student needs (social-emotional, behavioural, academic)
- A fair deal of staff transition and administrative changes in the past two years. This has had an impact on staff morale and school culture.
- Active Parent Advisory Council (PAC) involvement in school
- Full time Learning Support Teacher supporting students with high incidence designations and providing Learning Assistance
- Full time Inclusive Support Teacher (with ISP and Sensory Room) supporting students with low incidence and Intensive Behaviour designations as well as students needing social-emotional and/or behavioural support
- Education Assistant support available to students in most classes
- Full time Teacher Librarian supporting students in coding, ADST, and literacy skill building, as well as supporting staff in exploring and collaborating on the new curriculum
- District Teacher for the Visually impaired based at our school and offering resource support
- Full time Aboriginal Liaison Worker based at our school supporting student's academic and cultural growth
- Intensive Core French (ICF) Program of choice available to Grade 6 students
- Strong Start Centre for ages 0-5
- Counselling and Youth Care Worker support 3 days per week
- Varied itinerant supports: ESD, ELL, Speech & Language, OT, PT
- Intermediate extra-curricular activities offered throughout year (sports)

Community Context & Connections

- Varied community demographics
- Club Kids Program (Mission Leisure Centre) offering after school care
- BC Fruit & Vegetable Program provides fresh fruit or vegetable products for our students every two weeks. Milk program provides milk bi-weekly students
- Rotary sponsors Starfish Backpack program for vulnerable students
- Ready, Set, Learn events connect early learners and families
- Welcome to Kindergarten event for new students
- Early Year Centre based at the school- CCRR, Family Place, and Aboriginal Family Place Programs. Numerous programs running daily with good participation
- Adopt-a-Block program participation
- Communities in Bloom participation
- Information sharing about student and family activities/events from community resources- i.e. FVPL, MAC, sports camps, etc.
- Building greater connections with neighbouring Middle School- i.e. HPMS Leadership activities at Windebank, buddy reading classes, etc.
- Significant user group usage of school- Girl Guides, Special Olympics, Dad Group, etc.

Scanning

What do we, as staff and community, know about our students –What's going on for them?

Students, staff, and families have noted that students are having a harder time in the social emotional aspects of their development. Problem solving, self-regulation, respectfulness, positive relationships, and personal responsibility are skill areas that have been identified as needing attention. There has also been a lot of transition at our school over the past few years which have led to inconsistent understanding of, application, and follow-through in regards to school routines and expectations. This applies to staff, students, and families, and has in turn had an impact on our school culture.

Hunch

What is leading to this situation for your learners?

As well as the challenges our students face in their fast paced lives away from school, there are many demands placed on students at school. Students seem less able to cope with these demands and are appearing overwhelmed. We have seen a significant increase in childhood mental health issues and self-regulation challenges in our students. Students require greater support to regulate their behaviour and build self-efficacy skills. Families (and schools) have difficulty accessing resources to support students in these areas and staff can feel ill-equipped to work with students and support them in these needs.

Actions

What actions have occurred that may have had an impact (positive or negative) in your attempts to address these concerns?

Successes

- Active school based team supports for planning and program implementation
- Classroom teachers collaborating and exploring different social-emotional development programs for their classes
- Buddy Reading classes building cross-grade relationships
- Student leadership opportunities and initiatives to build ownership and personal responsibility
- Schoolwide activities and celebrations (Aboriginal Enhancement Agreement project, Earth Week, Primary Dance, etc.)
- Student of the Month Assemblies celebrating student achievements
- Development of Positive Behaviour Support Matrix with input from all staff

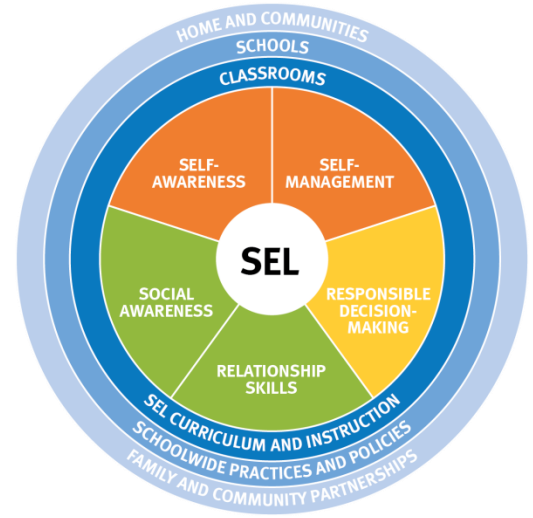
Challenges

- Limited Mental Health resources accessible in the community and difficulty connecting families with doctors
- Limited staff available for mental /social-emotional health skill building (challenges with recruiting)
- Many staff changes mid-year have had an impact on student learning
- Shifting demographics connected to cost of living, housing availability, etc.- family stressors

Focus

From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?

- Direct Social-Emotional/Self-Regulation Learning instruction (*Zones of Regulation/ MindUP*)
- Relationship building (students-students, students-staff, staff-parents) by continuing to build positive connections to the school through opportunities in class, between classes, and with other schools, as well as with community programs, volunteers, clubs, and sports
- School-wide focus on Personal and Social Core Competency area
- Consistent expectations (and follow-up) from all staff in regards to behaviour



Inquiry Question

Will an increased focus on inquiry that places emphasis on developing students' personal and social competency skills improve the level of student engagement, independence, and academic achievement, an addition to an overall improvement in school culture?

New Professional Learning

New areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners

- In-service on selected programs and scheduling/mapping of classroom implementation (*Zones of Regulation, Mind Up, How Does your Engine Run?, Friends for Life*)
- Resources and supplementary materials being purchased and available for planning and program implementation
- Staff collaboration time (possible X block once a month for grade group or primary/intermediate collaboration time, staff meetings for professional development)
- Supporting and promoting district Pro-D offerings

Checking

Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?

- Academic assessment data
- Attendance and punctuality rates
- Sense of Belonging surveys
- Student, parent, and staff Satisfaction Surveys

- School-based activity participation
- Leadership participation
- Office referrals/citations
- School spirit activity involvement
- Less Violent Incident Reports
- Less Safety plans required
- School and class developed surveys
- Student, staff, and family feedback

Communication Strategies

How will you communicate your inquiry and your results to the school community?

- Regular updates to the PAC
- Regular updates to all parents electronically (newsletters/website/emails)
- Community and PAC Bulletin Boards
- Family surveys and invitations for feedback
- Encouraging greater family/community involvement in the school

Parental/Community Involvement

How will you work together as a school community to do this work?

- Support for PAC and parent led activities at the school
- Family reading programs
- Early learners activities and Strong Start connections
- Promoting greater family involvement in the school through school-based activities
- Building our community network and relationships- looking for opportunities

Submitted by:

This school growth plan has been written, reviewed and supported by:

Principal

Signature

Date

Superintendent

Signature

Date

Board Chair

Signature

Date