

What is Social-emotional Learning?

The development of students' knowledge, attitudes and skillsets for managing emotions; building healthy relationships, setting goals and making and enacting decisions that impact their social and emotional well-being (and therefore, often by a direct natural consequence - academic success).

School Name: École Westridge Elementary Principal: Mary-Ann Brown

SCHOOL GOAL: Westridge students will improve the quality of their writing in grade-appropriate ways. ("I can make my writing more interesting than before.")

Date: June 2021 update; 2020 – 2023 School Plan

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?

In our highly media-driven world, writing is a skill that many children dislike for its slow payoff – it's not exciting but rather requires much effort to see the fun in it. Thus far, this goal has encouraged students to write daily thus breaking down their resistance to and developing a greater appreciation for writing.

We also want to continue our focus on SEL, primarily the "I can" attitude (growth mind-set) "**Students will use various emotional tools and strategies to strive for personal best with the student wording of "I can strive for my personal best"**".

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?

- **Simple data-collection**
After class-wide writes, teachers will be able to determine if YES, students met the goal, and/or NO, students didn't meet the goal. Qualitative data can optionally be used as a sort of formative assessment to guide further teaching.
- **Extensions**
Goals can be modified throughout the year if, for instance, the class easily achieves the goal early in the year.
- **Support from colleagues**
Sharing our goals with one another will allow us to share resources/ideas/etc. with each other as the year progresses.
- **Built-in adaptations**
It's a goal that scales easily to grade level within the school and ability level within a classroom. Works in English and in French.
- **SEL -**
Develop a self-assessment rubric (Use the Social-Emotional Learning Competencies as a basis for staff/student discussions.)

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?

- **Why stick with writing?**
According to our report card data, Language Arts continues to be an area requiring growth.
- **Why individualized goals?**
Not all students are working on the same thing at each grade level. Even between classes at the same grade level or between languages, goals may be different based on the teacher's assessment of need.
- **Ease for Staff**
Choosing a personalized goal for their classroom reduces the workload for staff as they will be able to pick something that they usually work on anyway in their grade level.

NEXT STEPS: What requires further attention? Where to next?

During the first week of school in classes, teachers would ask students to do a free write. From there, they would pick an appropriate goal to improve the quality of the students' writing. This goal would be discussed at the September class reviews so that it could be recorded and published for all staff to see and so that ELL/LSS staff could participate in a discussion on how to support the advancement of that goal in the teacher's class.

At the September Pro-D, teachers would share about their goal with the whole staff. A sharing time (with sticky notes, or other strategy) would be arranged so that resources and ideas could be exchanged.

Three assessment/report-out periods would follow in November, February, and May. Teachers would do another "free write" but with any desired verbal prompt provided it contained a reminder of the class's goal. Afterwards, teachers would mark down on a class attendance sheet if each student met the class goal or not. This data would be submitted to the office. Qualitative observations could be also made at that time to later be shared at that month's staff meeting. Other sharing or collaboration times could be arranged as requested by teachers

SEL goal: Discussions in class (counsellor intervention when needed either on a whole class basis or with individuals) with a pre and or post discussion or write)

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?

- Teachers will establish and track progress on a unique year-long writing goal for their class.
- Students will participate in 4 class-wide writes to determine (qualitatively or quantitatively) the progress on that goal.
- Staff will work together to support each other on their writing goals.
- Staff will discuss ways to support students achieving their personal best. (reducing anxiety, increasing self-confidence and building resiliency.)

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?

This goal would last one year. It would overlap with a longer school SEL goal. The academic school goal focus could easily shift toward another subject (i.e. Math) after.

We will use our September Pro-D to set the tone for staff and establish the plan for the first part of the year. We will follow-up in November at the staff meeting or Pro-D.

We hope to incorporate into our pro-d and learning more Indigenous aspects – Saish Song or drums school-wide. We are also looking to broaden the acknowledgement for our school.

SEL continues to be an area of need in our students. While we practice our WITS, we need to find collective ways to help students grow in respectful interactions.

Student and parent voice are also part of the plan.

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?

- **LSS/ELL support**
 - Support teachers would be able to know what each class's writing goal was so that they can target their support. **Grey area students** who are falling between the cracks would be highlighted.
- **Tier 2 students**
Tier 2 students are those who don't know what to write (idea generation support), those who need adaptations like computers. We could organize typing interventions for intermediate students.
- **Tier 3 students**
Tier 3 students are those who are unable to write fluently, require significant intervention. We could explore talk-to-text and use it every day. (It's a difficult skill that needs to be practiced regularly). LSTs could become experts on pencil grip, letter formation in primary, and do punctual interventions. We could dedicate time to reluctant writers in intermediate.

- **Quantitative Data:** Better academic performance (possible outcome), Increased time allotments in class to schoolwork; Duration of sustained focus and focus on quality of writing (data intersects with writing goal data)

- **Qualitative Data:** Observations of improvement in students; Interviews/ conferences with students; Conversations with parents

2020 - 2021

SCHOOL TEAM VISIT SUMMARY REPORT

(to be completed by Visiting Team)

SCHOOL: _____ DATE: _____

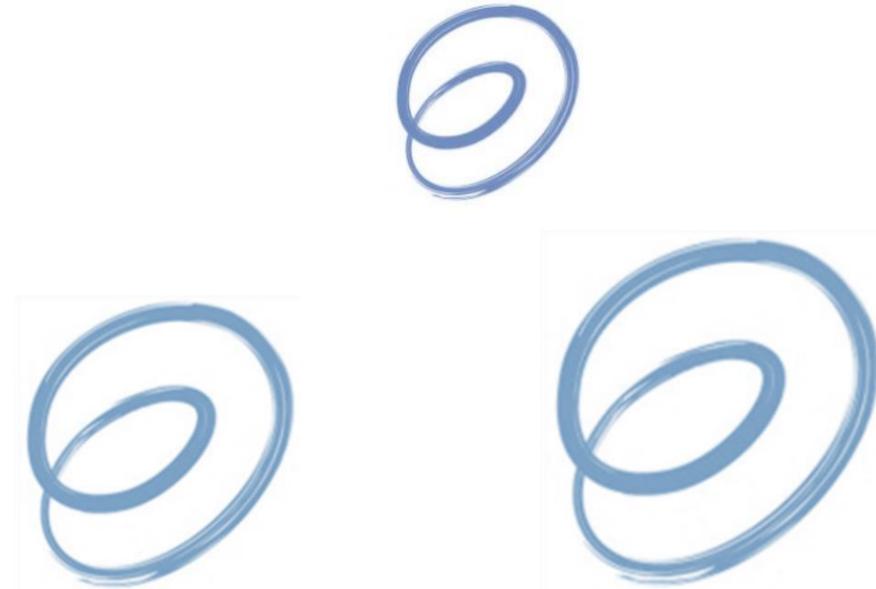
PROMISING PRACTICES

RECOMMENDATIONS

NAMES OF VISITING TEAM MEMBERS:

_____	_____
_____	_____
_____	_____
_____	_____

**A SPIRAL OF INQUIRY
APPROACH TO SCHOOL PLANNING**



About École Westridge Elementary:

École Westridge Elementary School enrolls 300 students from Kindergarten to Grade Seven in both English and French Immersion. It is located in North Burnaby. The school community is diverse, multicultural and is both welcoming and inclusive. 17 percent of the students are identified as English Language Learners (ELL) with approximately 2 Aboriginal learners. There are many languages represented in our student population.

There are a number of extra-curricular opportunities within this school in the areas of athletics, fine arts and student leadership. Extra-curricular music, band and sports programs continue to be well supported by staff and parents and attract a large number of student participants.

The École Westridge Parent Advisory Council raises funds in a variety of ways to help support the school. Annual events include our Hip Hop, Jingle Bell Hot Chocolate Event, Pancake Breakfast, and a weekly Munch-a-lunch program. We continue to host events that bring families into the school such as student-led conferences, family movie nights, Music concerts and Trivia night.

Our school mission is **“To prepare ourselves to be, the best that we can be.”**

We are proud of:

- Great community feel and support from families
- Great students; happy to be at school and involved
- Staff are consistent, caring, connected to students
- Very inclusive
- Good supportive staff that share with each other
- Staff commitment to programs and carrying things out; team approach and team effort
- Extra-curricular activities to support student needs outside of the classroom
- Strong parent support through a large, dedicated PAC