



School District 70 (Alberni)
Wickaninnish Community School
2017-2018 SEL Goal

System Goal: All students will develop and apply social and emotional learning strategies to become resilient, flourishing, self-aware individuals.

School Goal: To improve students' social-emotional wellbeing through increased understanding of executive functioning (EF) and self-regulation (SR).

2017-2018 Objectives:

1. Students will use a variety of short term and long term self-regulation strategies.
2. Students will develop an increasing awareness of how their brain works in managing their thoughts, actions and emotions.

Rationale:

- When children have opportunities to develop executive function and self-regulation skills individuals and society experience lifelong benefits. These skills are crucial for learning and development. They also enable positive behavior and allow us to make healthy choices for ourselves and our families (Centre on the Developing Child: Harvard University).
- Social and emotional development, connectedness to school and adults, positive school experiences, physical health and wellbeing, and constructive use of after school time are five dimensions that are critical components of development and strongly linked to wellbeing, health, academic achievement, and success throughout the school years and later in life (Human Early Learning Partnership (HELP), UBC).

Evidence:

Key Indicators:

- EDI (Early Development Instrument)
- MDI (Middle Development Instrument)

Other indicators:

- Performance Standards (Social Responsibility)
- Self-assessments P&SR
- Reduction of office referrals
- Participation in after school/intramural programs: Student Council, We Team, Sports Teams, etc.

Success/Results

MDI Grade 4

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."

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."

PEER BELONGING

Measures children's feelings of belonging to a social group. e.g. "When I am with other kids my age, I feel I belong."

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g. "I have a friend I can tell everything to."

MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.

YOUTH ORGANIZATIONS

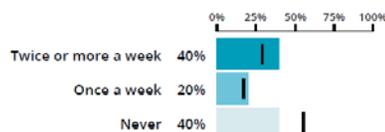
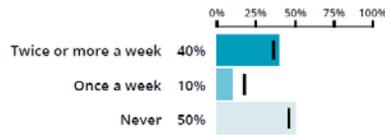
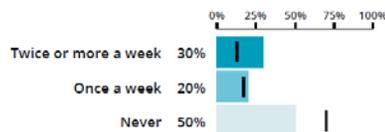
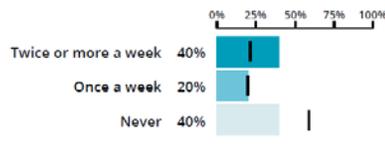
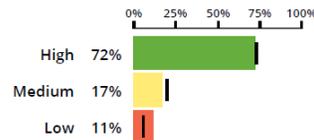
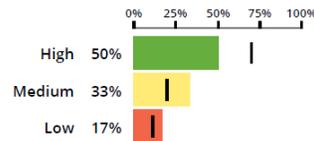
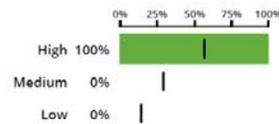
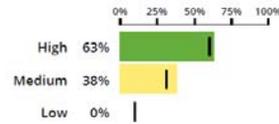
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INDIVIDUAL SPORTS (with a coach or instructor)

For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.

TEAM SPORTS (with a coach or instructor)

For example: Basketball, hockey, soccer, football, or another team sport.



2017/2018 Targets

Expected results

- 100% or of students in grade 4 report medium and high levels of short and long term self-regulation

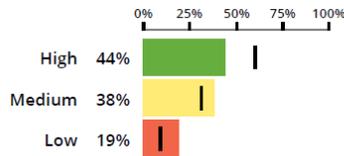


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MDI Grade 7

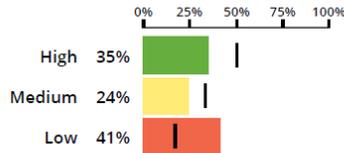
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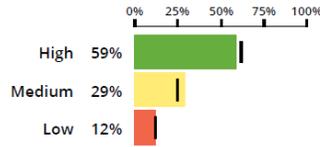
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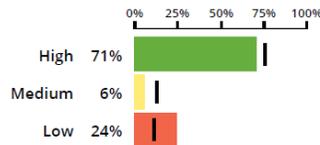
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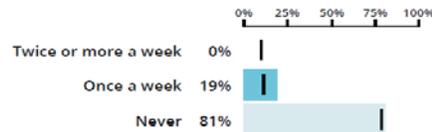
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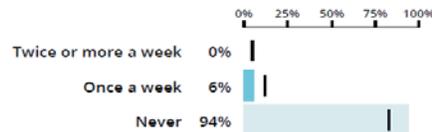
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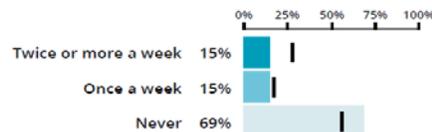
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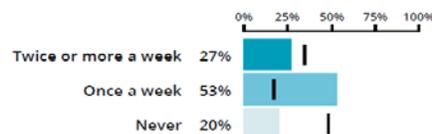
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SD70 ■ WICKANINNISH COMMUNITY SCHOOL

SCHOOL REPORT

Demographic Summary

# OF VALID EDI	STUDENT PARTICIPATION RATE	# OF PARTICIPATING TEACHERS	STUDENT MEAN AGE	# GIRLS	# BOYS	# ESL	# SPECIAL NEEDS
31	100%	2	5.7	7	24	0	0

EDI Results

School District Average (2015/16) |

Percent Vulnerable 0% 25% 50% 75% 100%

PHYSICAL HEALTH AND WELL-BEING

23% 

Motor control, energy level, daily preparedness for school and washroom independence.

SOCIAL COMPETENCE

23% 

Cooperation, respect for others, socially appropriate behaviour, self-control and self-confidence.

EMOTIONAL MATURITY

23% 

Tolerance, a focus on helping and the ability to demonstrate empathy for others.

LANGUAGE & COGNITIVE

10% 

Interest in books, reading, language skills, literacy and math-related activities.

COMMUNICATION SKILLS

26% 

Ability to clearly communicate one's own needs, participate in story-telling, and general interest in the world.

VULNERABLE ON ONE OR MORE SCALES

42% 

Reports on the percentage of children who are vulnerable on one or more of the 5 scales of the EDI.

Number of Children who are Vulnerable on:

NO SCALES	1 SCALE	2 SCALES	3 SCALES	4 SCALES	5 SCALES
18	5	3	1	2	2

Performance Standards

Grade	NYM	AE	ME	EE	% meeting/exceeding
K					
1	2	9	17	2	93%
2		7	24	3	100%
3		1	24	6	100%



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Grade	NYM	MM	FM	EE	% meeting/exceeding
4	2	13	5		90%
5	4	5	10		79%
6		2	21		100%
7		4	17		100%

Organizing for Improvement

Strategies and Structures

Reflection

1. How are your students performing relative to this goal?
We are continuing to see progress made in students' understanding of executive functioning and self-regulation through targeted lessons, resources, and staff professional development.

2. How do you know? What evidence have you considered? What are the trends over time? Can you identify individual students?
 - *Performance standard data, above district average data in the areas of EF and SR on the MDI, consistent decrease in office referrals from year-to-year.*
 - *Recognition of an ongoing reflective process looking at our successes, strategies, areas that are stretches, and timing.*
 - *Yes, we can use our Performance Standards and Learning Behaviours from our continuums to specifically identify students needing more support.*

3. How does this evidence inform your understanding and decision making?
Staff is dedicated to regularly reviewing our SEL goals, strategies, resources, and timelines in ensuring evidence is supporting best practice. For example, we recognized that coming to school Friday mornings in the 'Green Zone' (Just Right Learning Zone) was a challenge for our students. Therefore, as a staff we decided to implement Just Dance Fridays as a way to come together as a community, engage in something fun, and actively increase our endorphin levels i.e., physiological foundation for the rest of the school day. We have also recognized a small portion of our students find Just Dance too stimulating and have initiated Just Walk as an alternative during this time.

4. Have you identified this as a growth area for your school? Why or why not?
 - a. If yes, what actions/strategies are contemplated to improve student performance? Have these actions/strategies been successful in the past?
Yes, we have seen the benefits of implementing a school-wide framework for social-emotional wellbeing.
 - *Explicit teaching of self-regulation zones and strategies to help oneself and others get 'into' the green zone*
 - *Continuation of using common language*
 - *Classroom community/school profiles (going to communities), Language Culture (belonging)*

- *Early years relationships – both the District of Tofino daycare and Esowista HeadStart program regularly visit our StrongStart and Kindergarten classrooms*

Other areas being explored are:

- *Connecting to nature*
- *DPA, Mindfulness, Self-regulation tools, Just Dance & Just Walk*
- *Revisit self-regulation self-evaluation checklists*
- *Continued work with EDI & MDI information*
- *Professional Development e.g., November 20th Jan Ference a leader of the Healing Childhood Trauma Partnership Project*

All of the above as we recognize the solid connection between a solid social-emotional foundation and academic success.

Communication

- Monthly Snapshots of Learning
- Celebration of Learning events
- District and school websites
- PAC & Staff Meetings
- Professional Development Days