

Keating Elementary School Plan

2017-18

School Goal Statement: Our school goal is to improve student achievement by increasing student engagement and further developing student self-regulation and social-emotional learning skills.

1. **Rationale:** Research by Dr. Stuart Shanker, Distinguished Research Professor of Philosophy and Psychology at York University, tells us that a child who is able to self-regulate by using a wide variety of self-regulation and social emotional learning strategies is more engaged and meets with greater academic success. Staff at Keating strongly feel that the key to improving student achievement is to ensure that all students are able to approach every learning opportunity in a focused, alert, calm and engaged state.

2. **Strategies:**
 - a. **Taking Action:**
 - i. Continue to develop strategies for student self-regulation through our collaboration at school based team meetings and during parent meetings.
 - ii. Commit funds to purchase focus tools for self-regulation (hokki stools, sissel seats, fidgets, exercise equipment, OT recommended tools - weighted blankets, body socks, etc.) and to further develop a Learning Services sensory room.
 - iii. Learning Services sensory room will continue to be developed for the purposes of providing a zone where students can reduce stressors and return to a focused, alert, calm and engaged state. Appropriate visuals included in zone.
 - iv. Learning Services team will continue to develop sensory programs for classes, individual students and for small groups (e.g. mindfulness, zones of regulation, etc.)
 - v. Staff book club will provide ongoing dialogue and professional growth in the areas of student engagement, self-regulation and social-emotional learning.
 - vi. Staff meeting learning sessions will also focus on student engagement, self-regulation and social-emotional learning and the link to academic achievement.
 - vii. Class profile meetings (2 X per year) will include diversity plans and opportunities for teachers to consult with school-based team on tools, resources, strategies, etc. that would support meeting the diverse social-emotional and self-regulation needs of the class.
 - viii. Staff committed to exploring, at monthly staff meetings, a wide variety of creative methods for creating collaboration and co-teaching time for staff in the 2016-2017 school year.

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- ix. Provide P.D. to support the classroom implementation of social emotional learning and self-regulation programs and strategies, such as MindUP, Second Step, etc.
- x. Provide opportunities for students to share and celebrate their successes (includes school website, weekly assemblies, board successes, display case, FreshGrade, Twitter/Social media, etc.)
- xi. Build capacity for staff through ongoing co-teaching opportunities with school counsellor in the area of social-emotional learning.
- xii. Host Parent/Guardian education sessions to share strategies for self-regulation and social-emotional learning.
- xiii. Encourage parent support through parent education nights, school website, family events and resources. Continue to collaborate with KHASA and C.O.P.A.C.S.
- xiv. Continue to increase student engagement through inquiry-based learning projects.
- xv. Provide P.D., collaboration, co-teaching, mentorship, book clubs and opportunities to observe colleagues' lessons.
- xvi. Continue to commit funds for teacher collaboration time, class profile meetings, school-based team meetings and follow-up meetings re. student progress.
- xvii. Expand and develop questioning skills to promote critical thinking and sustained inquiry, thereby increasing engagement. Continue staff development in this area with both teacher-led and administration-led learning sessions at lunch, after school and during pro-d/collaboration sessions.
- xviii. Continue to provide vigorous physical activity programs to support self-regulation, such as B.O.K.S (Building Our Kids Success), KidFit, school-wide runs, DPA, fitness circuit movement breaks and heavy lifting breaks. Commit funds to purchasing resources, such as movement videos.
- xix. Collaborate with Healthy School Champions and school team to promote healthy living resources and activities for parents, students, teachers and other professionals supporting students in the area of self-regulation. Support with information on our school website. School team to establish monthly P.E. themes.
- xx. Continue to develop school technology plan to further support student engagement (assistive technology, Google Apps for Education, Internet Safety, Online Etiquette)

b. Checking/Results:

- i. Term 1, 2 and 3 student reports (chart progress)
- ii. Anecdotal
- iii. Parent Satisfaction Surveys
- iv. Student Satisfaction Surveys
- v. Student Benchmarks (Literacy - GB+ and PM Benchmarks, Reading Recovery, Supporting Early Literacy F.I.)
- vi. FSA results

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- vii. Informal reports from teachers
- viii. Student Core Competency Self-Assessment Data

Student Achievement Data:

1. Literacy Data: FSA % Meeting or Exceeding Expectations in Reading

FSA	2014-15	2015-16	2016-17
District:	81%	83%	TBA
School:	86%	84%	

2. Numeracy Data: FSA % Meeting or Exceeding Expectations in Numeracy

FSA	2014-15	2015-16	2016-17
District:	82%	81%	TBA
School:	90%	77%	

3. Engagement Data: OurSCHOOL Survey % of students who are interested and motivated

OurSCHOOL Survey	2014-15	2015-16	2016-17
National Mean:	72%	72%	TBA
School:	82%	86%	

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