



School District 19
(Revelstoke)

School District No. 19 (Revelstoke)
Arrow Heights Elementary School
2016-2017 Goal
Student Well-Being



ARROW HEIGHTS
ELEMENTARY
Cooperation Achievement Respect Enthusiasm Safety

<p>Goal</p> <p><i>Focus on a specific area of student achievement for all students:</i></p> <p>2016-2017 Goal</p> <p>To promote and support students' social and emotional well-being.</p>	<p>2016-2017 Objectives:</p> <ol style="list-style-type: none"> 1. Students will use a variety of self-regulation strategies. 2. Students will work on developing a growth mindset in their learning. 3. Students will work on exploring managing worries and anxiety.
<p>Rationale</p> <p><i>Evidence and information used to set this goal:</i></p> <ul style="list-style-type: none"> • Relationships are critical for optimal motivation and can impact children's academic and life success. • School success is optimized when children learn within a safe, caring and supportive environment. • Worries and anxieties make learning challenging for all learners. • Students who believe they can learn and see learning as a growth continuum, tend to approach learning challenges with a more positive mindset and persevere view mistakes as learning opportunities rather than feeling negative about themselves. • Social and emotional development, connectedness to school and adults, positive school experiences, physical health and well-being, and constructive use of after school time are five dimensions that are critical components of development and are strongly linked to well-being, health, academic achievement, and success throughout the school years and in later life (Human Early Learning Partnership (HELP), University of British Columbia) 	
<p>Data</p> <p><i>Data considered (Provincial, District, School)</i></p> <ol style="list-style-type: none"> 1. Early Years Development Instrument, Human Early Learning Partnership (UBC) 2. Middle Years Development Instrument; Grade 4 & 7(2015), Human Early Learning Partnership (UBC) 3. Student self – assessments 	

Success/Results, cont;

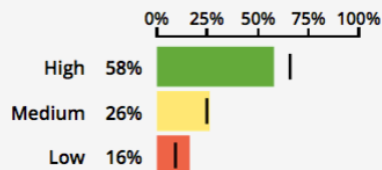
Data results shared with PAC, Parents and Staff:

SELF-REGULATION

GRADE 4

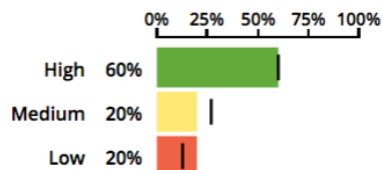
SELF REGULATION (LONG-TERM)

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)

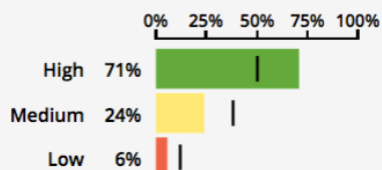
Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g. "I can calm myself down when I'm excited or upset."



GRADE 7

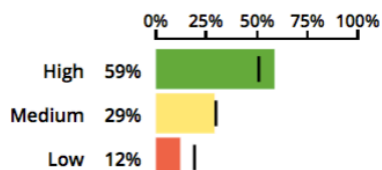
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SELF REGULATION (SHORT-TERM)

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Targets for 2016-2017

Expected results:

1. 85% of students will indicate high and medium levels of long and short term self-regulation.

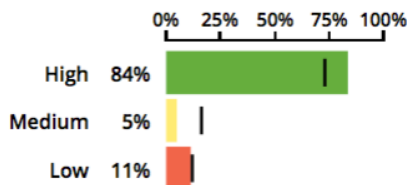
Success/Results, cont;

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GROWTH MINDSET GRADE 4

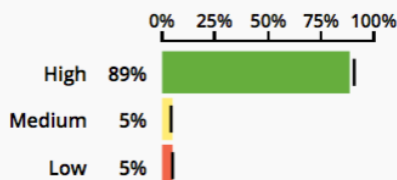
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."



SELF-ESTEEM

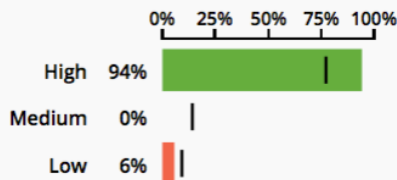
Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."



GROWTH MINDSET GRADE 7

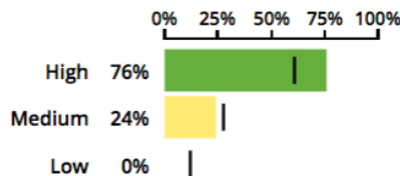
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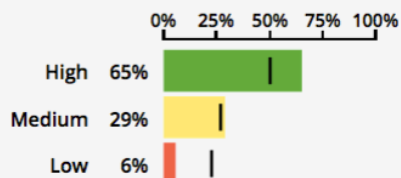
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PERSEVERANCE

Perseverance refers to determination. It means putting in persistent effort to achieve goals, even in the face of setbacks. e.g. "Once I make a plan to get something done, I stick to it."



Targets for 2016-17

Expected results:

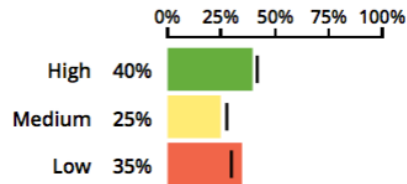
1. 90% of students will report that they have a positive mindset about themselves and their expectations for the future.

WORRIES

GRADE 4

ABSENCE OF WORRIES

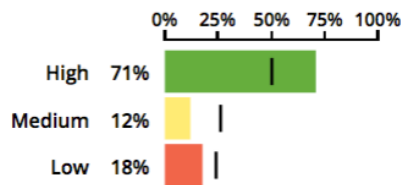
Worries measure the beginning symptoms of anxiety. e.g. "I worry a lot that other people might not like me."



GRADE 7

ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g. "I worry a lot that other people might not like me."



Targets for 2016-17

Expected results:

1. 85% of students will report that they have few worries in their lives.

Organizing for Improvement

Strategies and Structures

SELF-REGULATION

- ✓ Zones of regulation in classes and assemblies
- ✓ Individual, small-group and whole class instruction and practice with peaceful problem solving (“I messages”, whole body listening, counseling service by referral)
- ✓ Ongoing in-service and professional development throughout the year on restitution, personality types, learning styles, executive functioning and child and youth mental health topics.
- ✓ Continue Cares Card Pay it Forward program with Student Council
- ✓ Support student positive behaviour choices through School Code of Conduct, behaviour matrix instruction and reviewing CARES support/student conduct.
- ✓ Explore social emotional programming: i.e. *Mind-up* ; *Kids in the Know* report successes/challenges back to staff at staff meetings

GROWTH MINDSET

- ✓ Growth mindset discussion in class and assemblies
- ✓ Staff in-service on growth mindset.
- ✓ Continue enhancing the use of smaller, multi-age groupings throughout the year.
- ✓ Presentations to parents at PAC meetings (anti-bullying, school-wide focus, research on resiliency, growth mindset)

EMOTIONAL WELL-BEING (absence of worries)

- ✓ School-wide opportunities to connect, cooperate and share (Friday School Wide Activities, School Wide Read, Special night events (Numeracy, Literacy) , Christmas craft, whole school pancake breakfast, PAC whole school hot lunch, Spirit Week, Student Council involvement and activities)
- ✓ Enhance opportunities for each student to have school-wide recognition and responsibilities (Grade 4 through 7 leadership activities recycling, student council, clubs and teams)
- ✓ Provide whole class lessons on the nature of power in relationships (positive and negative power, knowledge about the roles of the bully, victim and bystander, and how to stop and prevent bullying dynamics)
- ✓ Participate in Roots of Empathy, Ready-set-learn, FRIENDS program *and in* PAUSE for Mental Health program
- ✓ Encourage student involvement in school and district sports and activities
- ✓ Encourage participation in partnership programs with Community connections: Girls lunch/ Boys lunch programs, after-school programs
- ✓ Continue to support full inclusion of students with special needs
- ✓ Intermediate and primary classes will have the opportunity to buddy with classes
- ✓ Connections to nature- learning in outdoor classrooms

Communication

- Publish results in school newsletter, Presentations to SPC, PAC, students, staff, and Board
- PSA's in school newsletter
- Family Conferences
- Student progress reports
- Bulletin board displays
- Media releases on student / school successes