

2021 – 2022

School Plan Document

School Name: Inman

Date: 2021-2022

Year of the Plan: 1 X

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School Community Context: Ecole Inman Elementary School is a dual track school with 215 students in our K-7 English program and 165 students in our K-3 French Immersion program. Three quarters of our school population is primary (K-3). Inman is located in a culturally diverse section of western Burnaby. In our English program 90 students (32%) receive English As a Second Language instruction in addition to their classroom program.

Our students receive 60 – 100 minutes of music instruction per week and our grade seven students have the opportunity to join the school band. A school-wide musical production at Christmas time, along with our monthly Celebration of Learning assemblies and participation in Burnaby School District Festivals and special performances provide numerous opportunities for our students to share their talents.

Extracurricular activities include Handbell Choir, craft club, Choir, Cross Country, Volleyball, Basketball, Track and a variety of intramural activities which are offered during the lunch hour. Many of our students in grade 6 and 7 participate in our Student Leadership program focused on WE rather than Me, encouraging our students to develop global awareness and to become more socially responsible. In addition, we have a group of students participating in Spirit Club. These students plan and run various school spirit days to build our school connectedness. Our students have numerous opportunities to contribute to the school community through various service positions both within their classrooms and in the larger school environment.

Our Opening Week activities, monthly Celebration of Learning assemblies, Buddy activities, Music Monday, Family Literacy Day, Earth Day and Healthy Living Week celebrations are examples of activities designed to promote a sense of belonging to the Inman community.

Parents play a vital role in supporting our school. The Parent Advisory Council helps to build community, and, provide educational opportunities for parents as well as to raise funds to support school initiatives.

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SEL Goal: Students K-7 will increase their relationship skills—the ability to establish, and maintain healthy and supportive relationships specifically solving problems constructively

Why this goal is important? Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. This involves communicating clearly, solving problems constructively, and working collaboratively with others.

Connection to School District Strategic Plan: SEL is an important part of helping students thrive. We implement a strength-based approach to inclusion that meet the diverse needs of all students.

Indigenous Connection (First Peoples’ Principles of Learning): Learning involves patience and time; Learning requires exploration of one’s identity; Learning involves recognizing the consequences of one’s actions.

<p>Objective 1.0 Students will resolve problems constructively Eg.</p> <ul style="list-style-type: none">a) Communicate--Identify the problemb) Restate the problemc) Express how you are feeling and what you wantd) Listene) Get help	<p>Pro Active teaching Strategies: (these are a list of strategies which is not prescriptive)</p> <ul style="list-style-type: none">1. Use the Ruler Approach in classrooms2. Zones of Regulation3. Create classroom charters4. Sharing Circles5. Everyday Speech Program—supporting social skills6. Following the “Group Plan” the use of common language7. implement visual supports in the classroom8. Social stories9. “We Can be Friends” Canucks Autism Network Program <p>All Students (Tier 1) will benefit from the above strategies. Student who require Tier 2 and 3 servicing will be serviced by our counsellor, LSS team, EAs or Principal in small or individual instruction</p>	<p>Method of Assessment:</p> <p>Qualitative:</p> <ul style="list-style-type: none">● Teacher reports--informal assessments● IEP meeting conversations● Teacher/ parent meetings● School Based Team meetings <p>Quantitative:</p> <ul style="list-style-type: none">● UBC School Climate Study Report,● MDI (Middle Years Development Instrument)● EDI surveys (Early Years Development Instrument)● IEP goal reviews● Safety Plan and FBA reviews● Office referrals● Classroom self-reflections/ problem solving sheets
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<p><u>Planned Actions</u></p> <ul style="list-style-type: none">• What will we do differently?• How will we provide for staff development and collaboration?• How will we involve parents?• How will we involve students?	<ul style="list-style-type: none">• Continue with daily Social Emotional activity that builds emotional literacy, such as the Mood Meter• Investigate ways to engage students with Social Emotional language, including how we can link Core Competencies to our goal. For example, can the students connect their Core Competency Self-Assessment with their class charter for their self-reflection?• Have staff complete the SEL Self-Assessment Rubric to compare to previous years• Continued conversations with Parents at PAC meetings, Coffee and Curriculum Sessions with the Principal, Students involved in IEP development
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SEL SELF-ASSESSMENT FOR INMAN'S SCHOOL WIDE PLAN


Use this rubric as a guide for further development

Name:

CATEGORY	0	1	2	3	4
Feeling Vocabulary	I do not teach feeling vocabulary to my students. <input type="checkbox"/>	I have taught the basic feeling words mad, sad, glad, and scared. <input type="checkbox"/>	I have expanded on the basic feeling word categories of mad, sad, glad, and scared. <input type="checkbox"/>	I regularly introduce new feeling vocabulary to my class by: - <input type="text"/> - <input type="text"/> - <input type="text"/> <input type="checkbox"/>	I regularly use innovative ways to develop and reinforce feeling vocabulary in my class such as: - <input type="text"/> - <input type="text"/> - <input type="text"/> <input type="checkbox"/>
Effort Zones or Mood Meter	I have not taught my class a lesson on the Mood Meter or Zones of Regulation <input type="checkbox"/>	I have taught what the Mood meter/Zones of Regulation is and how to use it. <input type="checkbox"/>	I have taught what the Mood Meter/Zones of Regulation is and how to use it. I have referred to it a few times. <input type="checkbox"/>	I regularly use the Mood Meter/Zones of Regulation to reinforce how students are feeling. <input type="checkbox"/>	I regularly use the Mood Meter/Zones of Regulation to identify how I am feeling or how students are feeling or how characters in books are feeling. <input type="checkbox"/>
Calm Down Strategies	I have not taught my class any calm down strategies. <input type="checkbox"/>	I have taught a lesson on our school wide calm down strategies. <input type="checkbox"/>	I have taught the class wide calm down strategies and have reviewed them a few times. <input type="checkbox"/>	I regularly review the class wide calm down strategies with my students when they are in a calm state. <input type="checkbox"/>	I regularly review/ the class wide calm down strategies when my class is in a calm state and I use them when my class or particular students need it in the moment. <input type="checkbox"/>
Class Charter	I have not introduced a Class Charter to my students. <input type="checkbox"/>	I have hung up the Class Charter poster but have not formally discussed it with your students. <input type="checkbox"/>	I have introduced a Class Charter to my class and displayed the poster. <input type="checkbox"/>	I have introduced a Class Charter to my class, displayed the poster and have reviewed it. <input type="checkbox"/>	I have introduced a Class Charter to my class, displayed the poster, reviewed it and use it as students bring up issues and/or encourage students to do it. <input type="checkbox"/>
Team Contribution	I have no ideas to share. <input type="checkbox"/>	I share ideas with colleagues when given a structured opportunity. I.e.: staff meeting, professional day <input type="checkbox"/>	I sometimes share ideas about SEL with colleagues. <input type="checkbox"/>	I regularly share ideas about SEL with at least 1 colleague. <input type="checkbox"/>	I share ideas about SEL with 2 or more colleagues regularly. <input type="checkbox"/>

Positive Behaviour Support

Eg. School wide matrix

ECOLE INMAN			
UNIVERSAL EXPECTATIONS		BE RESPECTFUL	BE RESPONSIBLE
			BE SAFE
AT THE OFFICE	<ul style="list-style-type: none"> . Use quiet voices . Wait patiently . Use excuse me, please, thank you 	<ul style="list-style-type: none"> . Bring a phone pass . Sign in if you are late 	<ul style="list-style-type: none"> . Follow adult directions . Stay seated while waiting
IN THE LIBRARY	<ul style="list-style-type: none"> . Use quiet voices . Use excuse me, please, thank you . Follow adult directions 	<ul style="list-style-type: none"> . Use library passes . Use a shelf marker . Take care of books . Focus on your task 	<ul style="list-style-type: none"> . Walk . Push in chairs
CLASSROOM AT LUNCH	<ul style="list-style-type: none"> . Eat your own lunch . Follow directions of adult supervisors 	<ul style="list-style-type: none"> . Stay in your classroom until the bell rings . Clean your desk before leaving . Go directly outside 	<ul style="list-style-type: none"> . Wash your hands . Stay at your desk while eating
CLASSROOM ON INSIDE DAYS	<ul style="list-style-type: none"> . Follow directions of adult supervisors . Use quiet voices . Take turns, follow game rules, share 	<ul style="list-style-type: none"> . Stay in your classroom . Find a game or activity to do . Let others join in 	<ul style="list-style-type: none"> . Stay seated while playing . Follow classroom rules
IN THE COMPUTER LAB	<ul style="list-style-type: none"> . Use quiet voices . Stay in your seat . Raise your hand for help . Be gentle with equipment 	<ul style="list-style-type: none"> . If a computer isn't working, find another one . Print with permission . Log off, push in chair . Take your things 	<ul style="list-style-type: none"> . Walk . Keep usernames and passwords private
IN THE GYM	<ul style="list-style-type: none"> . Follow adult directions . Follow game rules 	<ul style="list-style-type: none"> . Enter with teacher . Use equipment as shown 	<ul style="list-style-type: none"> . Sit on the stage . Know what you can do

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Goal #2: To Improve students’ writing fluency and basic phonological and phonemic awareness skills

Why this goal is important? Teachers have identified through classroom assessments, report card data and general observations that students need to strengthen their writing, specifically focusing on writing traits: word choice and sentence fluency, and basic phonological and phonemic awareness skills

Connection to School District Strategic Plan: In order for students to thrive they need to develop their communication skills and one way is through improved writing skills.

Indigenous Connection (First Peoples’ Principles of Learning): Using writing as a tool to communicate Indigenous perspectives across all curricular areas.

<p>Objective 1.0</p> <ul style="list-style-type: none">a) Students will increase their sentence fluency by June 2022b) Students will demonstrate a command of phonological and phonemic awareness skills to support their literacy development, such as rhyme identification and production, word counting and phoneme isolation, segmentation and blending in spoken words	<p>Strategies: (these are a list of strategies which is not prescriptive)</p> <ul style="list-style-type: none">• Use Trait Crate Writing resource—grade specific- picture books with in-depth lessons to help teach the traits of writing—ideas, organization, voice, word choice, sentence fluency, and conventions.• Cursive writing group—tier 2• Typing fluency group• Sentence building and comprehension built into guided reading groups/ LLI groups• Setting and following the IEP goals and objectives• Reading Recovery• Orton Gillingham printing groups; Kinesthetic strategies in small groups• 1:1 support with Education Aid• Graphic organizers• Heggerty’s literacy resource and lessons• ELL and LSS push in classroom support models• Lexia program and Fast ForWord	<p>Method of Assessment:</p> <p>Qualitative:</p> <ul style="list-style-type: none">• Teacher reports--informal assessments• IEP meeting conversations• CAM Week meetings (Consultation Assessment Meetings) 3 X per year• ELL Consultation• <p>Quantitative:</p> <ul style="list-style-type: none">• Report Card Data• FSA Data• School Wide Writing• Performance Standard Data
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<p>Planned Actions</p>	<ul style="list-style-type: none">• Review cross curricular connections
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<ul style="list-style-type: none">• What will we do differently?• How will we provide for staff development and collaboration?• How will we involve parents?• How will we involve students?	<ul style="list-style-type: none">• Innovation Grant—Story Workshop• Continued conversations with Parents at PAC meetings, Parent Information Evenings• Student reflection
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How will your School Grant support your school plan?

1. What is the objective? Supporting Social Emotional Learning for all students in the school
2. What is the data that led to this being an objective? UBC School Climate Study, Middle Years Development Instrument, Early Years Development Instrument, Vulnerability data, Office Referrals, IEPs and School Based Team Meeting discussions, PAC Meetings
3. Who are the students/student group that will benefit from this objective? All students specifically those in tier 2 and 3.
4. How will this project be reflected in meeting the goals in your school plan? Providing Teacher resources and program support
5. How will you begin the project, monitor it and adjust it? 3 times in the school year, teachers will participate in consultation meetings. These discussions will help with adjustments needed for the next term.
6. How will funds be spent? (TOC time; workshop presenter if available; teaching resources and staff professional development)
7. How will you measure the impact on student achievement from this project? Results to be reflected in the School Climate Study, the number of students who need Tier 2 or 3 type servicing.