

**K.B. Woodward School Improvement Plan**

**2016 -2020:**

***Improving student social-emotional learning***

*by addressing '4 Focus Areas':*

*Wellness, Self-regulation, Universal Design, and Community engagement.*

**WORK IN PROGRESS -DRAFT DRAFT DRAFT –**

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**SCHOOL GOAL HISTORY**

John F. Kennedy: "Our most basic common link is that we *all* inhabit this planet. We *all* breathe the same air. We *all* cherish our children's future."

*Our inquiry question was: Does our multi-faceted School Improvement Plan effectively nurture student social-emotional development and thereby mitigate the negative effects of early risk factors?*

Parents and staff at K.B. Woodward want their children to flourish!

Our efforts are interlinked, our approach is Universal Design, and our interventions are 'wrap-around'.

Our K.B. Woodward School Goal of Social-Emotional Learning and the concomitant School Improvement Plan originated from numerous informal and formal staff discussions at various committee meetings, staff meetings, in-service and is based on current research literature.

Our staff believes that social-emotional wellness takes precedence over academics because social-emotional health is a critically essential foundation for academic progress and the fulfillment of a promise of a better future life for students.

If we, as a professional team of educators, plumb the depths of our professional knowledge and personal experience, and engage in our individual tasks with dedication, then everyone's individual objectives become achievable and our children benefit.

**K.B. Woodward School Improvement Plan:**

*Improving Student Social-emotional Learning by addressing '4 Focus Areas':*

*Wellness, Self-regulation, Universal Design, and Community engagement.*

Our Staff continues to reflect on the following questions and applies an inquiry approach to our school improvement plan:

**What are we doing at K.B. that has a positive effect on the social emotional learning of our students?**

**What is our evidence?**

**What are we doing in our classes that promotes and teaches self-regulation?**

**How do we know that all that we are implementing is making a difference?**

**How can we best collect evidence of success?**

**We consider the validity of:**

**Surveys**

**Observations**

**Student testimonials**

**Parent feedback**

**What is our future direction?**

**Can we obtain greater understanding of Trauma and how to support students?**

**How can we work toward a common language?**

**How can we raise the visibility of social emotional learning?**

**(i) WELLNESS for Students & Employees**

Wilkinson, 2005: "Chronic stress... affects numerous physiological systems...has corrosive social consequences"

*Initiatives, programs and strategies:*

- Wellness lifestyle:

*Within the 'Wellness Focus Area' there are three components:*

*a Student Component, a Staff component and a School-wide Component.*

**(1) Student Component**

- Self-regulation, Personal & Social Competency

- Connecting to Nature (school garden, park, adjacent forest)

- Health, Hygiene, bedtimes, study routines

- Nutrition/Healthy eating

Revised B.C. Curriculum

Nutritional coaching

- Breakfast Club & Lunch Program

- DPA / weekly fitness/ Student Yoga / School-wide events, (School-wide Running Club, Walk and Roll to School, Sports Teams, Track & Field, intra-murals)
- Attendance Matters Program and...Punctuality does Count!
- During & After School Programs
  - LEADERSHIP
  - ROOTS/BLAST - JUMPSTART
  - ROCK IT! - DREAM CAMP
    - Essential Oils Action Research – Staff & Parent initiative

## **(2) Staff Component**

- Lunchtime Walking Club,
- Weekly workout sessions, Staff Yoga
- Friday Soup Club
- Staff fun/social/team building events/staff functions
- Staff song & dance performances presented to students
- Staff Pro-D, in-service workshops

## **(3) Creating a school-wide culture of Safety and Trust**

### *Key insight:*

- When children are in a triggered state the learning brain (higher functions of the frontal lobe) goes off-line.
- Verbal warnings or rational arguments may escalate the situation

Optimal learning in children will only occur when, from a neurobiological perspective, a school serves as a safe haven, favouring non-threatening neuroception and facilitating engagement, self-regulation and social-emotional development.

Creating a school culture of safety and trust begins with the school support staff, teachers and administrators. Building an authentic sense of staff “TEAM” whereby all adults in the school mutually support each other, enjoy working together, trust each other, and are conscious of their non-verbal communication. The presence of healthy adult emotions and rapport nurtures a state of felt sense of school safety, calm, focus, and trust in children. This will allow children to become calm, collected and

focused on learning as well as fortifying their character, develop self-regulation and positive social engagement.

Relational trust between all personnel, parents and administrators is critical to nurturing the most favourable conditions for social-emotional development and academic learning of children.

Research also shows that inner states, actions and attitudes of 'people at the top' encourage positive behavior and attitudes throughout the school. In order for traumatized children to heal, inner city school staff and leadership must be nurturing.

The many social-emotional programs and activities at K.B. offer experiences that disconfirm negative neural networks, traumatic experiences and negative perceptions of school and society in general. These are replaced by the creation of new and positive experiences.

Teachers and all school staff are swimming in an invisible ocean of relationships. Knowing about human attachment and love can make for more effective interventions and make the days in the classroom happy.

## **- PHYSICAL PLANT & SAFETY**

### **(ii) Procedures, Appearance, Maintenance, Upgrades**

It is our practice and a source of school pride to maintain a safe and healthy learning and working environment, attractive, tidy, litter free and graffiti free school grounds at all times. We also make a strong statement of 'responsible citizenship' to our surrounding community through the education and engagement of the children in such activities as Earth Day Clean-up and Adopt-A-Street. We continue to reclaim the street and park for our kids.

We are always vigilant to safety hazards that may find their way onto our playground and are a danger to our children.

K.B. Woodward School, a two-story building built in 1956, has very spacious and bright classrooms with wall-to-wall windows and ample natural lighting. There are numerous small offices available for LST, Counseling, Integration Staff, SD, and Child Care Workers as well as partnership groups.

In 2008/2009, the school was seismically upgraded and in 2010/2011 whole-school mechanical up-grade and whole office renovations were completed.

The school grounds are expansive, well furnished with play structures and adjoined to a municipal park and forest area.

## **(B.) SELF-REGULATION, PERSONAL and SOCIAL COMPETENCY**

### ***IN* CLASSROOM OPPORTUNITIES**

*(Initiatives, programs and strategies - not all inclusive)*

- Zones of Regulation
- Mind Up
- Conflict Resolution
- Common continuous language
- SuperFlex Social Skills Program
- First Step
- Play Based Learning
- Buddy Classes
- Big Buddies, Peer Helpers
  - Counseling & CCW Groups (various themes)
  - Soft Start – intended for children arriving in emotional distress
- Class discussions, Class meetings
- Breathing exercises
- SEL Mindfulness
- Structured routines

### **SELF-REGULATION**

#### ***BEYOND* THE CLASSROOM OPPORTUNITIES**

*(Social-emotional skills training extending Out-of-Class)*

- Super Games daily lunch/gym & outdoors/
- KB Girls' Intermediate Choir (70 girls)
- Boys Intermediate Singing Group
- Kind Kats (kindness movement)
- Knitting Club
- Computer Club

- Mindfulness Club
- Pokeman Club
- Lunch Pals
- Activities: school-wide art and spirit themes, talent show... • Band (approx. 75 grade 7 students)
- Girls' Intermediate Choir (approx. 70 girls)
- Biennial school-wide Musical
- Theme Assemblies
- Fun Day
- Gardening – learning and engaging in school garden
- Elementary entomology
- Homework Support Club
- Pets building empathy (2 lobby fish tanks, classroom pets, 'Muffin' the bearded dragon school mascot, visiting therapy dog...)
- Wildcats Leadership (6/7) & WE Day
- Recess Super Stars
- Drumming & Jigging Clubs
- Lego Fri Club
- Boys' Thurs. Group
- Best Buddies and Peer Helpers
- Girls' Club
- The Friendship Skills Pilot
- Field trip enrichment
- Upper Intermediate Boys' Group
- Expressive Arts
- Adopt-A-Street Clean-Up
- Relate Church Girls' Mentorship Club
- Boys' Mentorship Club
- After School Clubs: Roots, Jump Start
- Attendance Matters

- Breakfast Club
- Sports Teams: Cross Country, Volleyball, Basketball, intra-murals, Track & Field
- STARR Leadership Groups:

1. Announcements                      7. Newspaper Team

*Grade 7*

*Grades 1-7*

2. Assembly Team

8. Recycling

*Grades 5-7*

*Grades 3-7*

3. Dragon Keepers

9. Spirit Team

*Grades 6 & 7*

*Grades 3-7*

4. Grounds Crew

10. Wildcat Club

*Grades 1-7*

*Grade 6 & 7*

5. Door\_Conductors

*Grades 3-7*

6. Lunch Monitors

*Grades 6 & 7*

- **Aboriginal Clubs:**

Jigging Club, Garden Club, Heart Beat Drumming Group,

Wild Cats Leadership

- **MULTI-LAYERED EXTENSION**

**SELF-REGULATION *BEYOND* THE CLASSROOM**

This extensive list (*not all inclusive*) of current activities offered by our staff during “**structured free time**” supports KB children with their social-emotional development.

These activities and structures extend and provide a **multi-layering** of opportunities beyond the classroom programs and routines of instructional time.



This multi-layering provides critical additional counselling, guidance and coaching during student “**structured free time**”.

Through these activities, our staff *extends* the teaching of self-regulation, cooperation, social skills, problem solving, by providing enrichment and offering greater supervision, cooperative structuring, high interest and/or high energy activities, etc...

The benefits to instructional time and to classroom management are invaluable.

Thanks to these nurturing efforts, staff make an enormous contribution to our school tone, classroom effectiveness while, all along, bringing more equilibrium and healing to a child’s life. They also make our teaching world easier.

Finally, we lessen possible impairment of academic success due to early risk factors.

## **SAMPLE PROGRAM DESCRIPTIONS**

### **Expressive Arts**

The Expressive Arts groups at K.B. Woodward offer a way for children to express their feelings, thoughts and memories in ways that words cannot. Expressive Arts help refugee children find a safe pathway to turn inward; putting their experiences into art forms, facilitate normalization and emotional self-regulation. Arts allow refugees to integrate past and present experiences so they can truly land and settle in Canada. Arts are a proven cross-culturally sensitive approach; they are a non-verbal way of communication that suits survivors who have learnt to remain quiet as well as those who still struggle with the English language allowing them the opportunity to voice and express their experiences and start building new resources. Through the integration of different arts media (collage, drawing, painting, modeling, movement, voice and performance) participants are given choices to experience different ways of expression. Focusing on the process rather than the product, the groups create a context of safety and encourage self-expression to support trauma recovery.

### **Options STARR / Leadership:**

- Promoting a sense of belonging for all students

- Being a welcoming school to new-comers to Canada and promoting multiculturalism
- Fostering an anti-bullying school environment
- Community Engagement

**(iii) UNIVERSAL WRAPAROUND MULTI-LAYER DESIGN for LEARNING:**

The K.B. Woodward staff espouses:

(i) **Three-tiered Support Model Design (Universal, Targeted, Intensive)** for learning and positive behaviour model of school support covering **academics, behavioural and social-emotional** facets of student life.

(ii) **A wraparound approach – team based planning** process that develops an individualized plan that uses the strengths of the student and the team members to develop strategies that address the student’s needs.

(iii) **Multi-layered extensions of instructional interventions** - high interest, high supervision, high energy, **“unstructured free time”** (“non-instructional time” activities and enrichment).

**Some essential Structural and Resource Elements of our Universal Design:**

**- Maximum Service Model**

*Principle:* Supporting a maximum number of designated and ‘grey area’ children with learning, physical , behavioural and/or social-emotional challenges. Adhering closely to *Support Personnel Schedules*.

**Tracking & Follow-up of Referrals, Designations, Support:**

*Principle:* “Closing the Circle of Communication” with all staff involved with a child: IST, LST, CCW, EA, ABA, ELL, EN, EL, ABCCW, Counsellor, teacher, & Admin.

*Follow-up & Tracking:* Pupil File; SBT minutes & Review Chart; Updated PsychEd. lists; Level B testing lists; IEP Meetings, Netting Meetings; Consultation meetings; TRACKING FORMS; etc...

## SOME ESSENTIAL SUPPORT STRUCTURES:

### - Support Teams targeting identified High Needs:

EA, ABA, CCW, ELL, LST, IST, EN, EL, LST, Social Development, ABCCW, Attendance Matters, Expressive Arts.

- **Counseling** supporting many children with urgent needs and identifying mental health concerns.

- **Social Development Program** (A District Program) offers individual programming and supports children with intensive behavioural needs.

- **Outside services and mental health agencies.** These are very important given that too many inner-city students arrive with challenges that are beyond the scope of a school; such as early childhood psychosis, clinical depression, chronic anxiety, suicidal ideation, eating disorders, self-harm and a variety of other circumstances.

## Examples of Universal Design Structures, programs and routines that support **ALL learners**:

Wellness, connecting to Nature, Routines, Celebrations, Netting meetings, SBTeam Common language, Classroom academic and social programs, Daily 5, Aboriginal learning principles, Aboriginal presentations, Student Safety Program, Kids in the Know, Code of Conduct, communication with parents, daily morning announcements, Learning Commons and focus on quality literature, high academic expectations, P.E. and School-wide Run, Art, Music focus, School-wide Musicals, Band, Sports days, Theme days, outdoor physical activity and safety, modeling care for and treatment for animals: bearded dragon, fish (the underlying message is that if we can care for these fragile animals, we can care for other children). Communicating student learning to parents and students, Formative assessment practices, Zones of Regulation, Mind up, Mindfulness, Yoga, Enrichment activities that all can participate in.

## Examples of Universal Design **Targeted interventions/activities for select** groups or durations of time:

Learning Support Team, IST support, CCW support, Educational Assistant support, Aboriginal support, STARR Leadership Clubs, service to the school, French band, Girls' Choir, jigging, drumming, knitting, Kind Cats, Homework Club, ROOTS, Jumpstart, Best Buddies, many types of social skill and social emotional groups, Expressive Arts, Super-flex, Lunchtime Super Games, Yoga, Enrichment activities that many can attend, and more...

Action Research for teachers, District support for Early Numeracy and Literacy

Examples of **Intensive Support** focus on *individual* students to support social emotional learning

Social Development Program (Learning Centre), Attendance Matters, 1:1 Counselling, Big Buddies, Lunch Buddies, parent meetings, letters to doctors, Ministry calls, Hospital Homebound, Soft Start, IEPS, Positive Behavior Plans, CCW and IST, EA support, District support, CDTOP,...

#### **CHILDREN EXPOSED TO A SPECTRUM OF TRAUMA:**

- Complex/ chronic- multiple events and impact of exposure to these events over time-often in home or care giving system abuse- neglect
- Secondary vicarious- exposure to the trauma of others by providers, family members, those in close contact of the individual
- Early trauma is especially damaging because it changes the brain when the brain is most pliable and developing
- Stress of mother and medical trauma – premature babies and medical issues

#### **Trauma and the Brain**

Post Traumatic Stress and Post Traumatic Stress Disorder

“Trauma occurs when an event is so frightening it causes prolonged alarm reaction, where the body is primed and pumped with chemicals and enzymes such as adrenaline and does not calm down for a long time” Herman, 1992

- Increase in stress hormones cortisol and adrenaline
- Decrease in serotonin (regulating hormone)
- Increase in glutamate- associated with aggression, violence and seizures
- Creates changes in belief systems

### **The Impact of Trauma on Learning**

#### **“Fearful children cannot learn” - Difficulty with:**

- memory
- managing big emotions
- chronic irritability
- Anxiety
- expressing concerns and needs in words
- working in groups
- connecting with others
- appreciating how one’s behaviour impacts others
- empathy
- language delays- reduced capacity to listening, understanding and expressing
- lower persistence of and greater avoidance of challenging tasks
- tendency to misinterpret or over-react or under-react to normal stimuli
- problems with attention, abstract reasoning and executive functioning like ‘working memory’
- need for control to mitigate feelings of lack of control
- attachment difficulties- trust issues
- poor peer relationships
- engaging in risky behaviours

- **Multi-disciplinary Wrap-around Approach:**

In order to achieve success, our professional efforts must adhere to a specific ‘operational checklist’:

1. Best practices based on an agreed upon and continuous school-wide philosophy, sharing professional development and successful experiences.

2. Every possible leveraging of support: Social-Emotional skill teaching/ Counseling/ a three-tiered Model of Universal, Targeted, Intensive support / wrap-around team based planning /respectful age-appropriate discipline / compassion, empathy and trust / SBT / Relationship building / School tone / parental engagement / inner-city community partnerships / social-emotional skills training extending Out-of-Class.

3. Support Staff extending their influence of interventions beyond specific designated children so as to support a maximum number of students in need. Staff may focus on one child but should also support a constellation of students around that child.

4. Three stages of Intervention:

(i) PROACTIVE: Awareness, definition, prevention, routines, structures, clear expectations and planning.

(ii) DURING Incident/Action: Swift response, clarity, safety, 360° awareness, observation, data collection

(iii) FOLLOW-UP: Follow-through, analysis, reflection, support, tracking and revised planning, check-in, check-up, routine closure of circle of communication with everyone involved with the child, and referral!

5. We host a District Social Development class which supports 8 children with serious behavior challenges as well as informally supporting other children who might need some targeted support for brief durations of time. Our most challenging students are thus placed in the hands of the most experienced and skilled personnel.

#### **SELF-REGULATION *BEYOND* THE CLASSROOM**

The impressive list below (*not all inclusive*) of current activities offered by our staff during "**unstructured free time**" supports KB children with their social-emotional development.

These activities and structures extend and provide a **multi-layering** of opportunities beyond the classroom programs and routines of instructional time.

This multi-layering provides critical additional counselling, guidance and coaching during student "**unstructured free time**".

Through these activities, our staff *extends* the teaching of self-regulation, cooperation, social skills, problem solving, by providing enrichment and offering greater supervision, cooperative structuring, high interest and/or high energy activities, etc...

The benefits to instructional time and to classroom management are invaluable.

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Finally, we lessen possible impairment of academic success due to early risk factors.

- **Super Games** daily lunch/gym & outdoors/
- **KB Girls' Intermediate Choir (70 girls)**
- **Kind Kats**
- **Knitting Club**
- **Computer Club**
- **Mindfulness Club**
- **Pokeman Club**
- **Lunch Buddies**
- **Homework Club**
- **12 Leadership Groups**
- **Wildcats Leadership (6/7) & WE Day**
- **Recess SuperStars**
- **Drumming & Jigging Clubs**
- **Lego Fri Club**
- **Boys' Thurs. Group**
- **Buddy Classes**
- **Best Buddies and Peer Helpers**

- French Band
- Girls' Club
- The Friendship Skills Pilot
- Field trip enrichment
- Upper Intermediate Boys' Group
- Expressive Arts
- Adopt-A-Street Clean-Up
- Relate Church Girls' Mentorship Club

#### Boys' Mentorship Club

- After School Clubs: Roots, Jump Start
- Attendance Matters
- Breakfast Club
- Sports Teams: Cross Country, Volleyball, Basketball, intra-murals, Track & Field

#### (iv) COMMUNITY

James Heckman, 2005: "Early family environment is a major predictor of both cognitive and non-cognitive abilities."

#### -Engaging Parents

"Being a supportive school."

- The school routinely provides information regarding community services available to assist parents to make these connections when necessary and to enhance their quality of life.

#### 1. Engaging Inner-city Parents

"Being supportive."

- An effective and compassionate approach to providing inner city parent support is for the school to provide information regarding the availability of **community services**; to assist parents to make these connections when necessary; thereby enhancing the quality of life for children.

#### COMMUNITY SERVICES



**K.B. Woodward provides much useful information to parents:**

CHEAP CLOTHING,	GENERAL INFORMATION
ADVOCACY	ALCOHOL/DRUG PROGRAMS
FAMILY SERVICES	FIRST NATIONS SERVICES
FREE MEALS	GENERAL
EMERGENCY HOUSING	MENTAL HEALTH SERVICES
LOW COST DENTAL SERVICES	OTHER HEALTH SERVICES
HOUSEHOLD GOODS	FOOD HAMPERS
FURNITURE	

“Effective listening.”

- The astute educator-communicator must be an effective listener supporting parents who may feel disenfranchised.

[Ruby K. Payne](#), author of *A Framework for Understanding Poverty*,

distinguishes between *situational poverty*, which can generally be traced to a specific incident within the lifetimes of the person or family members in poverty, and *generational poverty*, which is a cycle that passes from generation to generation, and goes on to argue that generational poverty has its own distinct culture and belief patterns.

***Initiatives, programs, strategies, Community Connections:***

- Parent Involvement, engagement, education:
  - PAC, volunteering, parent audience, parent conferences, Strong Start, Welcome to Kindergarten, Ready Set Learn
- Parent Information Evening:
  - Child & Youth Mental Health Resources Information Evening
  - District Parent Advisory Meetings
- Annual Aboriginal Family Gathering

- Bannock & Books
  - Kwantlen Park Leadership Peer Tutoring & Best Buddies program
  - RCMP Big Buddies
  - Fire Fighters & RCMP involvement
- Citizenship:
  - Adopt-A-Street
    - Helping out around the classroom, school and neighborhood
- Communicating Student Development & Learning
  - Fresh Grade, New Communicating Student Learning Template, LST Reporting, IEP's
    - Relate Church School Clubs and events

## **COMMUNITY CONTEXT**

K.B. Woodward Elementary School is located in the Surrey Central/ Gateway Area at 106<sup>th</sup> Ave and 132<sup>nd</sup> Street. Our student population is currently **559** and is expected to continue climbing in the upcoming years. We are a dual track school offering a Late French Immersion Program for grades 6 and 7.

Our school is multi-culturally enriched by significant numbers of ELL learners (currently about **251** designated), consequently we have noteworthy numbers of different languages spoken in the homes of our children (currently about 45 languages).

K.B. Woodward currently welcomes about **92** aboriginal children. An annual Aboriginal Family Evening is held with traditional songs, drumming, dance, story telling and foods.

Many recent urban improvements and the increasing appearance of new housing construction in the school's vicinity is gradually modernizing this area.

## **COMMUNITY PARTNERSHIPS**

Our community partnerships include the frequent involvement of our local Rotary Club, the Lions Club, and Relate Church congregation. We also continue to align ourselves with several other community partners to provide additional programming for children.

## **LANGUAGES**

As 45 different languages are spoken in the homes of our children, K.B. Woodward maintains a list of multi-cultural workers, volunteer parents and staff willing to serve as translators for the purpose of facilitating registration of recent arrivals to Canada such as 12 Syrian refugee children (currently).

Our school hosts an array of community programs:

(i) A **STRONG START** morning program (Ministry mandated) is offered to preschoolers and their parents.

(ii) A **ROOTS** after-school program (25 children) (Royal Bank of Canada funded) serves recently arrived refugee or immigrant children.

(iii) A **BREAKFAST** Program (Community Links funded) with a literacy and physical activity component (generally 50 to 60 children attending).

(iv) An **ATTENDANCE MATTERS** program (Community Schools sponsored).

SAMPLE Attendance Matters Letter to parents:

You are receiving this letter because your child has missed greater than 15 days (20%) of school so far this year. Attendance Matters is a program that targets chronic absenteeism in schools by supporting students and their families in maintaining consistent attendance. The goal of Attendance Matters is for students to be ready, able, and motivated to learn on a daily basis. Please see the attached flyer for more information about how we are available to support K.B. Woodward families in overcoming barriers that lead to chronic absences. We also host a breakfast club in the stage every morning that opens at 7:45am, we encourage students to come join us for a nutritious breakfast and a time to socialize to start their day in a positive way. If you have any questions or would like any kind of support please contact Stephanie Sinitsin.

Kind Regards,

***Stephanie Sinitsin | Outreach Worker***

Community-Schools Partnership

School District #36 (Surrey)

(v) The children benefit from the **BC School Fruit and Vegetable** Nutrition Program (BC Agricultural Foundation funded).

(vi) Our **STARR** program, 'Services to Access Recreation and Resources' (United Way funded), offers many in-school events, leadership groups, and after school clubs.

(vii) There is also a **BIG BUDDY** Program run by Big Brothers.

**Multi-disciplinary Wrap-around Approach:**

Our professional efforts, to be effective, are based on:

**1.** Common school-wide philosophical principles, professional development, experience, skill and a continuity of agreed upon best practices.

**2.** Our approach is to balance various points of support: Social-Emotional skill teaching/Counseling/wrap-around support /respectful age appropriate discipline / parental guidance.

**3.** It is our expectation at K.B. that all Support Staff extend their influence of support beyond specific designated children so as to support a maximum number of students in need. Staff may focus on one child but should also support a constellation of students around that child.

**4.** It is also our expectation that we employ three stages of Intervention:

(i) **PROACTIVE:** Awareness, prevention, routines, structures, clear expectations

(ii) **CURRENT incident & Action:**

Swift response, clarity, safety, awareness, observation, data collection

(iii) **FOLLOW-UP:** Analysis, reflection, revised planning, check-in, check-up,

routinely close circle of communication with everyone involved with the child!

**5.** We must also respond to a number of students with undiagnosed conditions that have not as yet been addressed by families.

We hold in high esteem our team members and our teamwork because we succeed to provide the best possible healthy educational environment for all 559 children.

We are an efficient team of the highest professionalism, courage and energy. We exemplify pro-activeness and effective communication, mutual support, selfless efforts, knowledge, skill, professional development, coordinated wrap-around intervention, determination, consistency, and last but not least...optimism and humour.

### **SOCIAL EMOTIONAL LEARNING/ REFLECTIONS:**

The K.B. staff operates on the premise that what we are doing collectively is having a positive effect on all students of K.B. Woodward

We are professional and we are always reflecting on how what we are doing is benefitting the students here at K.B. Woodward.

What creates a student that is ready to learn, that is self-regulated and calm, alert and learning?

**“Adaptability occurs when conditions are conducive” - Gordon Neufeld**

The role of teachers and support staff in the lives of our children cannot be underestimated!

What do we do to create conducive conditions?

- Adults role model care for themselves, for children, the classroom and the school.
- Students are greeted and talked to in a respectful way,
- Students are listened to.
- There are clear expectations, fair rules and routines.
- Safety - grounds are clean and the physical building looks cared for, inside and out.

### **SAFETY**

- Physical & Interpersonal environments conducive to fully supporting positive social engagement and learning.
- Children get their basic needs met: there is a Breakfast and Lunch program and students are able to have water bottles. Clothing and extras are provided whenever needed.

**They know that teachers and staff care.**

They have a classroom rich in learning and connectedness.

They form safe relationships and attachments with safe and caring people.

**At K.B. Woodward, relationship is “key”.**

Students have opportunities to learn in class as well as through the many extra-curricular social and academic learning activities.

We must not underestimate play as essential in development of problem solving ability.

All mammals play for brain development.

Play is how the brain develops.

Friday afternoon play, imaginative play, outside play or Super Games’ are valuable to positive brain development.

**SOCIAL EMOTIONAL LEARNING/ UNDERSTANDINGS:**

- ‘Fair isn’t that everyone gets the same but that everyone gets what they need.’
- Students and, in fact, all of us are on different learning journeys with different skill sets. We all need to learn from the point where we are.
- The biggest Social Emotional factors in a student’s life are in the classroom and a connection with the classroom teacher and school staff. Some of the ways to support and help children regulate are interactions that staff do naturally but they have a **large impact**; perhaps greater than realized.
- **Feeling safe** - routine, structure, management, caring adults - soft eyes
- Having needs met - snacks if needed, water bottles, movement, First Aid
- Feeling listened to – children, who feel heard, feel safe

- Being engaged in learning - high interest and high expectation to stretch every learner.
- Learning self-regulation strategies - breathing, check in, referring to zones of regulation, moving from excited to calm
- Fun joyful activities - playfulness

**At KB kids can practice letting their guard down. They can play, they can talk, they can learn. They can relax.**

Teachers are supported in this endeavor to create calm alert students

#### **AS A STAFF:**

Staff have student social, emotional wellbeing and academic learning at heart and are flexible with support.

There is always an effort to close the 'circle of communication'.

There is optimism, a growth mindset, and humour.

There is a curiosity and an interest in professional development on the part of all members of the staff.

There is a common understanding about our school community and an understanding about the effects of trauma and the strategies to support students who have experienced trauma (trauma informed) in the school.

There are structures and programs in place that support the teachers' efforts with the students.

**At K.B. we leverage every chance to support student success.**

#### DATA GATHERING

Teacher classroom snap shot of students on the **Window of Tolerance** scale.

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

Median student age \_\_\_\_\_

Snapshot date \_\_\_\_\_

This tool can be used as a snapshot of the overall complexity of classroom before, during and post intervention.

Thinking about your classroom and the students that you have in the last two weeks to a month, where would you rate each student on the 5 point scale? Please refer to the **Window of Tolerance**.

Using your current class list, please place each student you have on the scale.

Girls - O

Boys - X

Hyper Aroused Strong fight or flight Daily to 5 times a week. fidgety	Hyper Prone Attention issues, fidgety, fight or flight 1 to 5 times a week	Comfort Zone Able to self-regulate or regulate easily with direction	Hypo prone May present as tired, lethargic, memory loss 1-5 times a week	Hypo Aroused Strong freeze reaction Daily to 5 times a week. Disassociated daily to 5 times a
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				week

**EVIDENCE AND DATA REVIEW**

As one component of our professional practice, our staff engages in a continual process of data collection and analysis to evaluate our effectiveness, student progress, and to adjust our strategies to meet student needs.

We observe, collect data, analyze, reflect, discuss, communicate, plan, chart and, most importantly, discover what the students themselves say about school interventions. We gather teacher observations, opinions, surveys, anecdotal reports, pre & post assessments, statistical analysis, charts, and parent feedback.

- Firstly, in **physical fitness and sports**, K.B. Woodward students have improved their performance in the annual Surrey District Barry Morley Track and Field event rising from 18<sup>th</sup> place in a field of 21 Extra Large Schools to 3<sup>rd</sup> (twice) and 2<sup>nd</sup> place (once) over three consecutive years. In June 2017, our Bantam Team won First Place.

We have also been awarded the Sportsmanship award four out of five years and have received an honorable mention once.

**• PARENT COMMENTS:**

- “K.B. Woodward puts the kids first.”
- “As a parent, I feel at home while at K.B.; friendly staff, smiling kids, questions answered promptly, concerns get resolved.”
- “When I pick up my kids, they always say what happened at school...if it was something ‘bad’, it’s always followed by what resolution was made.”
- “My kids always come home happy and don’t like winter break, spring break or summer break because they don’t want a break from K.B. Woodward.”

• **Yoga - Grade 7 Student reports:**

1. "Yoga influenced me to be calm and to have a better mindset by not thinking about bad things but to think about good things. I stay positive."
2. "Having time to relax feels nice and to have the stress go away too."
3. "Yoga taught me to control myself and emotions."
4. "I have a very short temper fuse and I would often get mad. Yoga helped me to be a calm person."
5. "It's self-regulation for everyone."

• **Aboriginal (K.B. Heartbeat Drumming Club & Jigging Club)**

" I feel really proud getting a sash from Ms. Daigneault. I'm also proud of being one of the leaders in jigging. It's fun to learn. I started jigging when I was in grade 1." Grade 5 student

"Jigging makes me feel happy and excited because I get to learn aboriginal dancing. It's fun!"  
Grade 3 pupil

• **KB Girls' Choir**

6. "Being in Girls' Choir made me feel happy...like I belonged somewhere. It improved my confidence and allowed me to express myself through...music."
7. "I was going through an issue at home...but Girls' Choir really showed me...loving yourself and believing in yourself."
8. "It means a lot to me because I can express my feelings in singing and let it out."
9. "...sing and be happy with other girls...more confidence..."
10. Girls Choir has given me confidence and made me believe in myself."
11. "No one will judge me for how I sing. Afterward...I always feel happy after I sing..."
12. "It's my favorite activity at school."
13. "It means to let your voice sing out loud and show what you're meant for. It changed me by not hiding all my talent..."
14. " I feel very happy...welcomed..."
15. " I feel like I can be myself."

- **Leadership Clubs - STARR**

"I think children joining KB Leadership gives them a sense of belonging and significance. Many kids are disconnected from their school and community in this area, and being a part of a healthy team environment like leadership helps them get connected again to their community/school. It also builds upon many skills like; peer to peer socializing, teamwork, and responsibility to name a few. I think one of the most important things about KB Leadership is that it is a fun and safe environment. Here are some short reasons why children join leadership." Options Worker

Student Leaders:

*"I joined leadership because I love to help the school in anyway. I also joined it so I can work with others and get better at teamwork and socializing with friends, new people, and family."*

*"I joined leadership because I love to help the Spirit of the school."*

*"I joined leadership because I can be with my friends and I get to help the school in many different ways".*

*"I joined the Spirit team because I get to help make different fun Spirit Days for the whole schoo."*

- **Mindfulness Club**

Here are some of the things Social Development students have shared regarding their mindfulness practice.

***Student participants:***

"Mindfulness helps me to focus when I feel scattered." - Gr 6

"Mindfulness helps me when I feel sad." - Gr 6

"Mindfulness helps me when I am mad." - Gr 1

"Mindfulness helps me with conflict." - Gr 4

***Staff comment:***

"Overall many of the comments report that mindfulness helps students transition from difficult states of mind or mood back into the green zone. We have done guided meditation type exercises bringing awareness to the present moment and practicing letting go of anything that may be bothering students. We have also done a few short yoga poses to wake our bodies up and a practice of gratitude and expressing what we are thankful for before students head back to class.

The most important thing for students and staff to know is that for mindfulness to be effective it must be a daily practice. Trying to implement deep breathing etc when you are already upset and your body doesn't have practice doing so will not be as effective as practicing each day!" – Social Development staff

- **Pokeman Club**

16. "My favorite thing about Pokemon Club was being with friends and having Pokeman club in our class."
17. "I like Pokemon Club because it's fun trading and having fun."
18. "...making new friends, sharing, caring, having good friends, people helping you and me."
19. "I like to help kids and...helping makes friends."

- **Recess Stars Student helpers:**

"Helping in Recess Stars has been an interesting journey for me. I like that I can help these kids with their social development and help them to learn how the world works, and to realize that they can't always get their way. I love helping them develop and to see that life can be tough sometimes, but they can get through it. SuperStars is a great program and it should never stop."

"The Star program has given me lots of time to get to know the kids that are in the program."

- **Recess Stars Student helpers:**

"Recess Stars helps me to get closer to my cousins and other kids and I love helping out with all the kids at SuperStars. They are really sweet sometimes, but they are only kids so they don't get along together. SuperStars helped change my life by letting me help out with kids. They're really awesome, it changed my life! I love SuperStars!"

- **Recess Stars Student helpers:**

"Recess Stars helps little kids behave in the outside world. SuperStars helps me learn how to control my anger. I help with SuperStars because I want to help kids and teach them."

- **Homework Club Participant:**

“I like to go to homework Club because it is a place to catch up on unfinished work or to have extra time to study.”

“I like Homework Club because it is calm and peaceful.”

“ I like Homework Club because the can help you with late homework and give some time to finish work.”

“The homework Club is very quiet.”

“ It is quiet and I can think and plus I have a harder time in class because it is noisy and plus I like getting my work done. I finished about 55% of my work here !!”

“ I like homework Club because I can finish all my work and asments or math quiz.”

- **Lunch Pals**

The purpose of Lunch Pals is to provide a structured, calm setting for students who experience social challenges, especially during the unstructured time outside at Lunch time. It is an opportunity to gain social skills like turn taking, losing gracefully and how to join in a conversation. They also learn how to self-regulate and appropriate ways to interact with their peers. Students learn these skills by playing board games and with the guidance of IST and Education Assistant support. Fridays are Lego Fridays a day all of the students look forward to. They are able to show their creativity and say it is the best day of the week!

- **Expressive Arts**

*"In my Expressive Arts group sessions I see how students learn to self-regulate. After some sessions concentration improves, they are less hyperactive, less feisty and more social and willing to interact with each other. They are able to communicate better. For ESL students with refugee background I see how they enjoy having the opportunity of expressing themselves through the language of the arts."*

Expressive Arts Teacher

- **Adopt-A-Street Clean-Up (data to follow)**

- Building civic awareness and responsibility.

- Making our impactful statement to the surrounding community.

- **Breakfast Club**

CCW observations:

"Breakfast Club is an amazing place for children to be a part of the school community and build connections with other students in the school. They eat a healthy wholesome meal, play games with staff and students as well as build stronger connections. Our students have a healthier start to the day and are able to better focus in class. The kids are excited to come in and as they leave breakfast club they say "see you tomorrow".

- **Super games**

CCW observations:

"Super games is a time for some of our highest needs students to learn interactive cooperative play. The students have come a long way since the beginning of the year. They are now able to follow the instructions, they listen, and they have built stronger relationships with one another. We have set boundaries and they know there will be follow through, which has created a healthy environment for them to thrive in their play time."

***More data to follow regarding:***

- **Relate Church Girls' Mentorship Club & Boys' Mentorship Club**

- **Quick student survey**

- K/1

- Gr. 2-4 with a few more questions

- Intermediate survey

- **Reading: the Daily 5 and café**
- **Teacher survey**
- **School – Wide KB Run** (twice per week)

- **Computer Club**
- **Lego Fri. Club**
- **Boys Thurs. Group**

- **Best Buddies and Peer Helpers**
- **Girls' Club**
- **Buddy Classes**

- **Upper Intermediate Boys' Group**
- **Breakfast & Lunch Program**
- **Kind Kats**

- **Knitting Club**

**CONTINUED...**

Our staff experiences, discussions, readings, and action research projects have led us to the **premise** that the 'better and more enriching' our school environment, the less a child's early risk factors will impair his or her social-emotional development, academic accomplishment and future life successes.

Our **evidence** bears out the claim that social-emotional wellness takes precedence over academics because in a trauma sensitive school, such as K.B. Woodward, social-emotional health is critically essential for academic progress.

## **EVIDENCE AND DATA REVIEW - ACADEMIC**

Our staff believes that social-emotional wellness takes precedence over academics because in a school, such as K.B. Woodward, social-emotional health is critically essential for academic progress.

Our FSA results over this period of time have shown constant improvement.

## **RESEARCH ON FSA RESULTS**

**ADMINFO Data Services** analyzed Instructional Program effectiveness for all B.C. schools

**Adminfo Resources** has conducted research using FSA Matched Cohorts. The research is based on students who wrote the FSA in the same school in grade 4 and grade 7. This has led to results which quantify the effectiveness

of reading and numeracy instructional programs in schools which enrol students in both grade 4 and grade 7.

The methodology is described in the Backgrounder for Schools available at [www.theschoolsinstitute.com](http://www.theschoolsinstitute.com).

All results from this research was confined to students who remained in the same school from grade 4 to grade 7. All other students were excluded.

K.B. Woodward ranked **second** in the top ten schools from 2012/13 to 2015/16 for **READING** Instructional Program Effectiveness.

Net Gain: 18.9% equivalency

K.B. Woodward ranked **first** in the top ten schools from 2012/13 to 2015/16 for **NUMERACY** Instructional Program Effectiveness.

Net Gain: 32.8%Eq



**NOTES:**

1. The instructional program effectiveness from 2012/13 Grade 4 to 2015/16 Grade 7 is based on Foundation Skills Assessment results at each grade level three years apart. The same students were used at both grade levels in each school.

2. Results above are based on a single cohort of students over a three-year period. Testing for improving school empowerment to improve

student achievement would need to use the net gains made by schools with several three-year cohorts.

**EVIDENCE AND DATA REVIEW – SOCIAL-EMOTIONAL DEVELOPMENT**

Our **inquiry** question was: Does our multi-faceted School Improvement Plan effectively nurture student social-emotional development and thereby mitigate the negative effects of early risk factors?

It is evident that our school and staff offer (as per above lists) multi-faceted, multi-layered support in social-emotional development :

- (i) In-class programs and strategies with the primary intention of teaching emotional self-regulation.
  
- (ii) Many layers of opportunities during ‘non-instructional time’ which extend beyond the classrooms to school-wide levels whereby children have opportunities to generalize in-class social emotional learning.
  
- (iii) Relational trust between all personnel, parents and administrators critical to nurturing the most favourable conditions for children’s social-emotional development and academic learning.

**NOTE:**

The ability to offer such a high degree of effective multi-layering, multi-faceted interventional activities is a demonstrable measure of school health, wellness, professionalism and inner-city success.

(1) Students **demonstrate and express** a strong positive school spirit. K.B. nourishes school pride, a sense of belonging, achievement and community participation. 'Attachment' flourishes via a caring staff with strong presence and a vibrant healthy school identity with clear positive expectations.

Though far too many children arrive with traumatic histories from dysfunctional settings, they are met with K.B. positive school energy; effective school support structures, an experienced, skilled and self-assured Staff.

The 'attachment' begins, is continually fortified in the classrooms, and the healing school-wide tone of K.B. takes effect.

(2) **Survey results** confirm and support our belief that K.B. effectively manages students' emotional states, encourages self-regulation, nurtures emotional resilience, independence, and effectively teaches coping skills and builds confidence.

(3) Both children and staff **report** that they are transformed by the shared K.B. Woodward experience.

These experiences **prove** to be supportive, inspiring and a turnaround for student achievement.

Our healthy school environment also endeavors to change future lives by providing enriching experiences. At KB, enrichment is offered routinely in various educational domains such as Fine Arts, Physical Education, cultural experiences, healthy living, creative class activities, school leadership, afterschool clubs and much more.

(4) Our **three-tiered Universal Design** for learning and positive behaviour model of school support covering both academics and behavioural facets of student life in combination with a **wrap-around team** approach has proven to be a highly effective strategy in addressing social-emotional student needs and building a positive school climate.

### What have we learned ?

**Firstly**, the **results** of our interventions delivered via our multi-faceted School Improvement Plan demonstrably mitigate the effects of early risk factors for our students.

Our **evidence** is a better school environment, happier children and more equilibrium brought to a child's social-emotional life at school. The more equilibrium we can bring to a child's life, the more stable our school environment. Hence this circle of healing completes itself.

We conclude that our classroom interventions, program deliveries and school-wide 'non-instructional time support' reduce the impairment caused by a child's early risk factors and favour academic success.

**Secondly**, although our work at K.B. stretches our professional resources to the limits, K.B. Woodward can be a career highlight for staff. K.B. challenges professionals to expand their abilities and to truly make a difference where it counts the most, in the lives of the most needy children of our society. Teachers become more effective, wiser educators and more compassionate individuals.

Ours is a multi-faceted strategy which, when intentionally and consistently applied, nurtures an effective, safe, successful, happier inner-city school beneficial to both children and to staff.

Our perspective clarifies and engages specific leverage points required for an achievable equilibrium optimal for a healing environment for traumatized inner-city children.

K.B. Woodward is an ideal setting for teachers to 'make a difference', to change future lives and perhaps even save lives because children are **maximally** supported to achieve their full social-emotional and academic potential.

**Thirdly**, parents and PAC report that the efforts of our staff have positive effects community / school-wide / classroom / individual and improve student life. Thanks to their nurturing efforts, staff make an enormous contribution to our school tone, our community engagement, classroom effectiveness and bring more equilibrium to a child's life.

Inner-city instructional work is made easier, as well as, learning, higher cognitive processing and creativity is made possible.

In conclusion, in the face of the many varied and complex challenges and the turbulent home lives of many children, our staff continues to hold the firm and confident conviction that our school succeeds in offering children one of the very best and most nurturing educational settings possible.