



NECHAKO ELEMENTARY SCHOOL

School Development Plan- Draft (updated Sept. 1/22)

Principal: David Mills

**Spiral of Inquiry Planning Process
To Superintendent of Schools: Mr. Callaghan and School Trustees**

2022- 2023 School Year

Nechako Elementary School Mission Statement:

“Together We Succeed”

2020/2021 SCHOOL DEVELOPMENT PLAN Nechako School

Our Mission Statement: “Together We Succeed”

Nechako Elementary School is located in Kitimat, British Columbia, and offers Kindergarten to Grade 6 programs. The projected population for 2022/2023 is 240 students. Currently, twenty-six percent of our student population is First Nations. Nechako is a welcoming, warm, friendly, energetic, and enthusiastic school, and we pride ourselves on creating a positive learning environment and having a connectedness with our students.

There are 11 classroom divisions within the school supported by an experienced Physical Education Teacher, Teacher Librarian, Language and Culture Teacher, and Resource Teacher. Nechako School also has a full-time Youth Worker who works with at-risk students and their families. This program promotes social growth, self-esteem, social awareness, and personal development while connecting with the community and families.

Our school counselor also provides many students with emotional, social, and behavioral support. Our First Nation Worker has been helping us build connections with the Haisla Village so that we can provide greater learner outcomes as well as more cultural and language experiences.

A very active Parent Advisory Council meets monthly with the Principal. Our PAC is a big part of our school team, and our relationship is strong.

Scanning:

In the coming school year, we expect an increase in the number of students who have difficulty self-regulating their emotions, thoughts, and behaviours. In addition, our teachers, admin, and school staff have challenging jobs; these jobs can consume us with anxiety, stress, exhaustion, and, as a result, sickness. To combat this, we must use resources that support Healthy Choices.

Focusing:

Inquiry Question one: Making Healthy Choices

Can we increase student success and decrease problem behaviors by promoting social-emotional learning.

Our School Plan aligns with the mission, values, vision, and goals of the Coast Mountain Strategic Plan 2022-2027. We hope it will enable students to demonstrate cooperation, diversity, inclusion, kindness, caring, taking responsibility for themselves and contributing positively to the class and school community. We will be focusing on: Social Awareness, Responsible Decision Making, Relationship Building, and Self Management.

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Developing a Hunch

If we teach students to have more empathy, manage emotions and solve problems, students will be more motivated for academic success and more engaged in learning. In addition, we aspire to cultivate a workplace culture that promotes diversity and inclusion. By focusing on specific skills and modelling these skills and reinforcing these skills weekly, we believe students will have greater skills in managing their social emotional needs.

Haisla Connection

The importance of our Haisla connection occurs in relationships. The Haisla people model many traditional child-rearing practices that include learning by watching closely and imitating elders' actions. The Haisla students becoming more proud of their Haisla culture. We expect and will continue to include many traditional activities, such as dancing, drumming, celebrating, singing, and story telling. These traditional activities promote pride, harmony and well-being. These ceremonies engage attention, working memory, and cognitive aspects of self-regulation (executive functions) through watching, listening, modeling, and instruction. We believe that when our students are proud of their cultural heritage, they will be more confident, secure and open to greater academic success.

Professional Learning

- Be involved with the WITS program and Second Step programs
- Will collaborate with grade teachers and share ideas at staff meetings, Pro D days and release time.

Taking Action

- Weekly assemblies that target specific social emotional skill. Our Youth Worker will be working with small groups of students and modeling how students can integrate and use self-regulation skills in diverse relationships.
- Second Step and WITS programs will be discussed and practiced in classrooms and in assemblies so that students are better equipped to solve problems, manage emotions and develop self-regulation skills. Our assemblies will also reinforce common language and associated with these two programs.
- Daily announcements that focus on reinforcing social-emotional competence and self-regulation
- When students are sent to the office, they will complete a reflection sheet identifying issues and ways they solve problems.

School Wide Initiatives

All students will attend assemblies that focus on Social-Emotional Learning. At each assembly, we will look at different skills that support students with relationships, self-management, social awareness, self-regulation, and responsible decision-making. Other initiatives include:

1. We'll use books and resources connected to the WITS and Second Step program.
2. Small Groups for students having relationships who are consistent visitors to the office
3. Show Kindness to Others

4. Bulletin Boards

Each class will have a bulletin board, a WITS poster, and a Self Regulation poster, including common language that we use in the school.

5. Diversity Tree

We will continue with our Diversity Tree in the hallway that promotes diversity, acceptance, and fostering an appreciation for differences. Each month a class will contribute.

7. You Be You Club (SOGI)

The UBU Club Promotes empathy, inclusion, kindness, acceptance problem solving, and respect for all people and the diversity of society.

8. Six Cedars

The Six Cedars explore the characteristics of 6 different Pacific Northwest animals and connect them with strengths we grow in ourselves (the core competencies).

Checking

We will check daily, weekly, monthly, and at each reporting term. We'll use Office Referrals, teacher records (reflection sheets and staff meetings as a means of collecting data. We know that when individuals are open and collaborative great discussions occur and a deeper understanding and accountability to the process evolves. When data is collected and discussed, adjustments will become apparent.