



Fulford Community Elementary School

SIGNATURES

PRINCIPAL

PAC CHAIR

TEACHER

STUDENT

OS OUR SCHOOL

SCHOOL IDENTITY/CONTEXT

Fulford School is located at the south end of Salt Spring Island near 135 students in Kindergarten through Grade 7. Fulford has a stable s each year. Fulford School has a long history of nature-based learning expansive school grounds that include two playgrounds, a covered-p and an outdoor classroom. Fulford has an engaged and supportive p

“Fulford has such a warm and welcoming feel.” -community memb

OUR STORY

In the 2023/24 school year Fulford school focused on improving stu

PROCESS FOR REVIEWING/REVISING/DETERMINING

We will use the learning sprint method developed by Dr. Simon Breakspear:

“The Teaching Sprints Process consists of three phases: Prepare, Sprint and Review.

During ‘Prepare’, teams engage in rich dialogue about their practice and consider relevant research to identify a precise focus for improvement work.

They then go into the ‘Sprint’ phase, where they test out their new learning through short, manageable cycles of teaching in the classroom.

A Teaching Sprint ends with explicit ‘Review’, involving the analysis of impact evidence and consideration of how to transfer new pedagogical knowledge and skills into future practice.”

PURPOSE / DATA RATIONALE

Our observations, SBT data and CYCW caseload show that we need to focus on our students' social-emotional development, specifically their emotional regulation, social skills, and executive functioning development. This will be a continuation of the work started during the 2021/22 school year through the mental health grant and through our work in the 2023/24 school year.

Our IPASS assessment data, report card, FSA results and Student Learning Survey data shows that students need to improve their foundational skills and our staff and families have agreed that focusing on SEL will allow students an increased ability to attend to their learning. Our discussions as a staff as well as behaviour interventions and SBT referrals for CYCW have led us to believe that students need additional support with emotional regulation, social skills, and executive functioning.

ASSOCIATED ACTIONS

Goal: Social/Emotional regulational, social skills, and executive functioning.

-continue to develop school wide common language for social-emotional learning, problem solving strategies and executive functioning

-focus on staff and student well being

-increase compassion and understanding of diversity

-explicit instruction in social-emotional learning, problem solving strategies and executive functioning

Student surveys will be done at the beginning and end of each 6 week learning sprint

Teachers will use collaboration time to reflect on their practice and the engagement of their students. This will be used to plan next steps for each class.

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS / STUDENT VOICE

Principal and teacher rep will continue discussions with parents about school goals at monthly PAC meetings.

Survey students, parents and staff to get input for the school goals progress.

Invite parents and families to the school for information sessions (executive functioning, friendship skills, problem solving, etc.).

Leadership students create a video about SEL at Fulford School that can be shared out to partner groups.

Teachers will meet in grade level teams to plan, assess, refine strategies for teaching.

Teachers will also collaborate with the Mental Health Team and the Social-Emotional Teacher Lead.

SBT will meet weekly and check in on "Red" students, Indigenous Students and referrals to SBT and CYCW, with a keen eye to students who are struggling with social or emotional regulation and Numeracy and Literacy.

STAFF/SHARED WORK

Grade level teams (either in pairs or a primary and intermediate team) will be formed so that they can do collaborative assessment, planning, reviewing and revising strategies where necessary. Teams will use common assessment tools so everyone is on the same page. We will continue our collaborative practice with capacity building through professional discussions at staff meetings and through the EPIC project in the 24-25 school year. The SBT will review all of the Red "at risk" students monthly to monitor their progress in lagging skills and to adjust strategies when necessary. The SBT will work alongside classroom teachers to identify and plan for those that require in-class supports and plan intervention groups for students who are not making expected progress, where necessary

DEEPER LEARNING

WHAT WILL STAFF NEED TO KNOW TO LEAD/PERFORM THIS WORK?

Topics and Areas of Professional Learning for Social/Emotional Goal:

- teachers and school staff caring for self is crucial for student success (stress contagion)
- Compassionate Systems training
- consistent rules/routines and structure make students feel safe
- mindfulness
- daily gratitude practice increases positive outlook
- collaborative problem solving practices
- areas (science, literacy, etc.)

WHAT SKILLS WILL WE FOSTER WITH STUDENTS FOR THEM TO EXPERIENCE SUCCESS?

We will use explicit instruction to teach students how to develop self-awareness and self-management of feelings. While students are developing emotional regulation, instruction will include social awareness, identifying emotions (how they feel in the body), relationship skills, conflict resolution and executive functioning.

APPROACH TO PROFESSIONAL LEARNING?

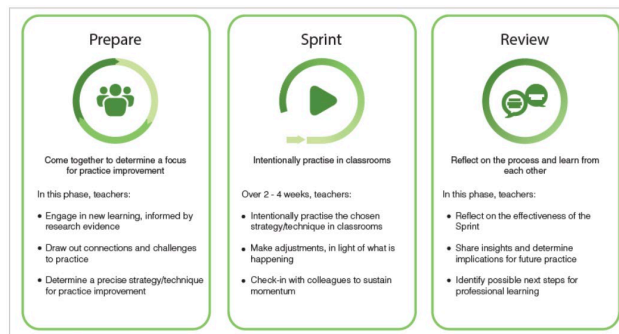
The main part of our monthly staff meetings focuses on professional discussions and learning in relation to our school goal. This will be a continuous professional learning opportunity. In addition, we will continue some team-teaching and collaboration amongst staff members to continue to build capacity. We will devote two school based pro-d days to our goal. We will begin exploring the Compassionate Systems Framework.

TAKING ACTION

How will the school structure an approach that can be measured in short formative cycles?

How will the school foster a sense of partnership to achieve a common goal of increased student achievement?

LEARNING SPRINT APPROACH



Learning Sprints will begin by assessing students in Social-Emotional knowledge and regulation understanding and executive functioning skills. Teachers will dedicate time each week to developing social-emotional intelligence, social skills and executive functioning skills with their students.

Classes will do a daily check in using the 1-5 scale and increase emotion vocabulary and somatic recognition.

Classes will create a daily gratitude practice.

Instructional Fridays will be in learning groups (K-7) and each teacher will have an area/skill to teach as students rotate through (like a mental health fair).

The prep teacher will be used to focus on the mental health/social emotional goal.

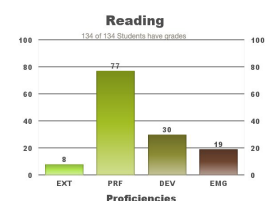
ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

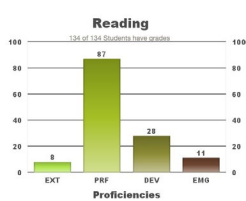
We will know that we are successful when the students' are using shared language and strategies to manage self, problem solve and plan for their learning. We will also see an increase in engagement and outcomes for foundational skills.

STUDENT ACHIEVEMENT DATA

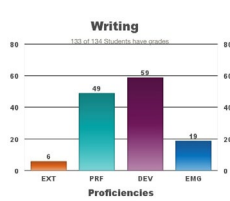
Term 1



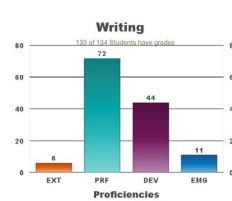
Summative



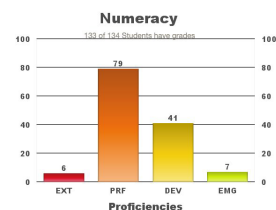
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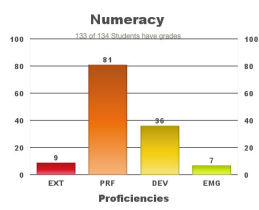
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Term 1



Summative

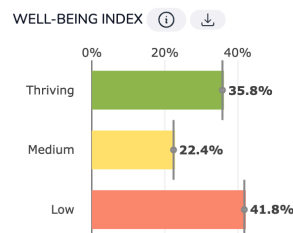


36% of students had a red or yellow triangle for SE Comments included (but are not limited to):

- Social struggles due to low attendance
- Need to develop social communication
- Difficulties self-regulating
- Needs support to solve conflicts peacefully
- Perspective taking difficulties
- Anxiety

MDI:

59.7% believe they have peer belonging
35.8% are thriving on the well-being index



Anedotal Data

Parent meetings about:

- lack of engagement
- anxiety
- executive functioning
- appropriate social behaviour
- how to foster pro-social behaviour
- unkind/exclusive behaviour
- supporting challenging emotions

Learning Survey

35% of students can explain to others how to solve a problem
34% of students believed they are learning ways to solve problems peacefully
28% of students said they feel good about themselves all the time
41% of students said they are learning how to manage their emotions
41% of students said that students treat each other with respect all or most of the time

EPIC STORY

STORY

To be filled in throughout 2024/2025 school year

ADDITIONAL INFORMATION

NOTES