

# School Learning Plan

## 2024/2025

### THE CURRENT CONTEXT

Connaught Heights Elementary School is a small, diverse school in New Westminster with 165 students and 8 classroom divisions. We have two programs at Connaught: Montessori and Mainstream. This means that some of the families who attend with us live outside of the Connaught catchment area. Connaught Heights Elementary is located in a suburban neighbourhood but is fortunate to have many beautiful outdoor spaces surrounding the school: the meadow, the forest, playground, gravel field, courtyard, etc.

Our school goal is to foster stronger connections between students and adults in the building, with a focus on improving students' emotional and social well-being. Data (EDI, MDI, SLS) reveals concerning trends, such as students: feeling disconnected from the adults around the school, struggling to manage stress, and experiencing a decline in overall well-being. Students are also showing gaps in social competence and emotional maturity, which are critical skills for success both academically and personally.

**Our Vision: At Connaught Heights, we want all learners to be open-minded, creative risk takers, who nurture a love of learning.**

### GOAL: WHAT WE HOPE TO ACHIEVE

By prioritizing Social Emotional Learning, we aim to create a supportive environment where students feel more engaged, develop healthier coping strategies, and gain the emotional maturity needed to navigate life's challenges. We endeavour to have student who:

- Feel connected to 2 or more staff members
- Can use strategies to help manage their feelings and emotions
- Can persevere with challenging tasks

This goal aligns with our commitment to nurturing well-rounded, resilient individuals who can thrive in both school and beyond.

### PLAN: THE STEPS WE WILL TAKE

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### Key Results

#### Our approach will have 3 Main Objectives:

1. Strengthen connections between students and adults in the school

- increase the number of students who report feeling connected to at least two adults in the school

2. Improve students' emotional well-being and stress management

- reduce the number of students reporting high levels of stress through the implementation of stress management programs

3. Enhance social competency and emotional maturity

- implement a school-wide SEL curriculum that is incorporated in the classrooms (with support from SEL teacher and Teacher Coach), ensuring students develop skills like empathy, conflict resolution, and emotional regulation

### Timeline

#### Fall

- Collected data from EDI, MDI, SLS, FSA
- Analyzed the data to identify key patterns and area of focus
- Formed a School Learning Plan Committee
- Introduce goal to staff and community (PAC)
- Collect data through teacher-perception and student reflection

#### Winter

- Plan Wellness Assembly for January to introduce School Learning Plan to students
- Provide PD for staff on building stronger student-adult relationships and supporting emotional well-being
- Introduce mindfulness and stress-reduction techniques to staff for modeling and teaching in classroom
- Introduce school-wide programs focused on stress management, emotional regulation, and social skills

#### Spring

- Provide meaningful opportunities for student connections with staff
- Begin regular check-ins with students to assess their emotional well-being and connect with adults in meaningful ways
- Monitor progress of the school learning plan, gathering feedback from both students and staff

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### **SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT**

1. Increased Student-Adult Connections
  - survey conducted with students will show an increase in the percentage of students who report feeling connected to at least two adults in the building
2. Improved Emotional Well-being and Stress Management
  - student self-assessment survey on stress management
  - teacher perception survey indicate improved student's emotional well-being and stress management
3. Development of Social Competence and Emotional Maturity
  - improvement in students' self-assessment in their ability to manage emotions and resolving conflict

### **COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY**

Our plans and progress will be shared with our School Community through updates in staff meetings, newsletters, and PAC meetings. We endeavour to have two assemblies addressing our School Learning Plan with our students.