

Action Plan for Learning

	School Name: Bramblewood
	School Goal: Social Emotional Learning
	School Year: 2020-21

Goal / Inquiry Student learning	Through collaborative and cooperative learning strategies we will improve the understanding and practice of the Social Emotional Learning competencies
---	--

Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> - Over the past couple years staff have noticed a marked decrease in our learners' sense of social emotional well-being. We believe learners need to have a sense of social emotional wellness to be able to self-regulate. We have already infused our teaching practices with many of the tenants of SEL, but we are still searching for how best to reach all our learners and strengthen their own sense of self. We believe using the tenants of SEL will enable teachers and learners to continue to strengthen their social emotional well-being which will lead to academic success.
---	--

References and sources to support actions	<p>Hymel, S., Schonert-Reichl, K., & Miller, L. (2006). Reading, 'riting, 'rithmetic and relationships: Considering the social side of education. Exceptionality Education Canada, 16 (3), 149-192</p> <p>Watson, M. (2003) Learning to Trust. San Francisco, CA: Jossey-Bass</p>
--	--

Backup Documentation	
----------------------	--

Planned Actions Continuing practices working well (1-3) <ul style="list-style-type: none"> • What will we do differently? (1-3) • How will we provide for staff development and collaboration? • How will we involve parents? • How will we involve students? • How will we monitor progress and adjust actions? 	<p>What will we do differently?</p> <ul style="list-style-type: none"> - Our first week inquiry cycle will be focused on SEL. - Our counsellor will also provide prep time with a focus on SEL so there is a consistent message to all students - Taking advantage of school wide opportunities when they present themselves to explicitly attend to Social Emotional Wellness by strengthening the sense of community and sense of belonging. <p>Staff development and Collaboration</p> <ul style="list-style-type: none"> - A portion of each staff meetings will explicitly focus on SEL so that teachers can see what they are doing interfaces with the APL in a tangible way and supports their classroom practice. <p>Student learning</p> <ul style="list-style-type: none"> - Our counsellor explicitly taught SEL strategies to our K-5 students. Students explored how our brains work to manage our emotions and the activities we can do to grow as learners. They looked at the importance of inclusion, acceptance and building friendships while practicing how to recognize their emotions and the emotions of others. She also used her
---	---

counselling time to provide small group support using the program Worry Dragons.

- Individual teachers built on her lessons to further instruct and infuse student understanding.

- gratitude journals were used in the 3/4 and 4/5 classrooms

Parent Community

- We will share our SEL goal and classroom practices with the PAC at a fall PAC meeting and communicate updates in newsletters and student led conference.

Monitoring

- We will use a portion of every staff meeting to reflect and discuss our goal and how we can further imbed it into our daily practice.
- We will develop protocol to be used by classroom teachers and learners to gauge the impact of our practices on learners and the community.

Backup Documentation




MDI-SchReport-2020
-21-SD43-Bramblewc



APL SEL 2021.xlsx



4343009 -
Bramblewood Elemen

<p>Documentation of learning</p> <p>Key evidence of change</p> <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. 	<p>-Individualized increased levels of support for students who demonstrate difficulty in this area has been provided on a responsive basis throughout the year. We continue to embed restorative practices when dealing with conflicts within our student community.</p> <p>-Given the parameters of the pandemic staff anecdotally noted that many classes developed a sense of resiliency and ability to express their emotions in a pro-active manner.</p> <p>-MDI report indicates 40% of our grade 4 students are thriving, 33% Med, and 28% low. According to the MDI 70% of grade 4 students indicate a high level of empathy, 30% a medium level. Given that this data was collected during the pandemic it is hard to compare it to other years.</p>
<p>Backup Documentation</p>	<p style="text-align: center;">  APL SEL 2021.xlsx </p>

<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff? 	<p>This past year, we drew attention to the relationship between our school goal and the Social Responsibility Core Competencies of the redesigned curriculum. We highlighted the core competencies and communicated them to parents in a variety of ways that included newsletter articles and discussions and displays at the classroom level. At each of our PAC meetings we discussed our APL and the progress made to date.</p> <p>Teachers contributed to ongoing data collection throughout the year, then analyzed and discuss our school progress toward this goal. Students contribute to this data through self-assessment.</p>
<p>Backup Documentation</p>	

<p>Reflection Highlights</p> <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p>As this was a challenging year given the parameters of the pandemic, we were unable to utilize some of the strategies we were hoping to use. However, anecdotally the pandemic showed us the resiliency of our students. There were many changes to the ways we learned and played, and for most of our students showed they can thrive even in these challenging times. The MDI and student learning survey shows that students feel safe, listened to and connected to an adult at school.</p> <p>This year has been one of gathering information, being responsive to the changing climate and setting the stage. Looking at the data staff are considering focusing on short term self-regulation. Looking over the FSA data, report cards and anecdotal information teachers have expressed an interest in Numeracy. As well we have looked at supporting teachers in assessing students reading levels using the Tier One assessment tool recommended by the district - Fountas and Pinnell.</p>
<p>Backup Documentation</p>	

(Delete this section if Literacy is your main goal)

Literacy Data

Attach the following:

- Classroom Assessment
- School Assessment
- FSA results

We reviewed and discussed the data we compiled at the end of the 2020-2021 school year and concluded that our students have reached a relatively strong level of proficiency in the area of Reading Comprehension in relations to their writing ability. We reviewed the Teacher Judgment Data as well as the FSA reports from the past 5 years.



APL Writing
2020.xlsx

FSA Results (grade 4 Provincial Assessment)





FSA data
2020-2021.pdf

Signatures

School Name: Bramblewood

School Goal: Social Responsibility

School Year: 2020-21

Title	Name	Signature
Principal	Dawn Holden	
Assistant Superintendent	Reno Cioffi	

Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here