


Action Plan for Learning

	School Name: Castle Park Elementary
	School Goal: Social Emotional Learning
	School Year: 2015-2016

Goal / Inquiry Student learning	To increase students' ability to identify and articulate the emotions/feelings s/he is experiencing and to choose appropriate strategies in emotionally challenging situations.
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • Social responsibility has been a focus for many years and students are learning to identify their own emotions and those of others when debriefing situations. • As a staff, we recognize the struggle some children have with self-regulation and we want to continue with self-awareness in order to scaffold the children's knowledge as they continue to gain a better understanding of its importance in their own academic and social life.
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References and sources to support actions	<ul style="list-style-type: none"> • CASEL (Collaborative for Academic, Social and Emotional Learning) • The Heart-Mind Index by the Dalai Lama Center • <i>The Whole Brain Child</i> & other resources by Siegel and Bryson • The Ruler Approach with Miriam Miller • Mind-Up • Zones of Regulation • Bucket Fillers • Second Step • Data collected: Teacher assessment in all 5 areas of the Heart and Mind Domains: Secure and Calm, Alert and Engaged, Gets Along with Others, Compassionate and Kind, Solves Problems in Peaceful Ways. Student self-assessment on the 5 domains.
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Backup Documentation	Links embedded in references section above
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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? 	<ul style="list-style-type: none"> • A common language throughout the school (Secure and Calm, and other domains of the Heart-Mind; Being ones best-self - RULER) • Students, as well as staff explore what these domains look like and assess how independent they are in each area. Goals are set in areas that students identify for themselves. • We will receive more guidance from the Dalai Lama center on where to go with the domains. • We will continue to educate the parent community on the language and goals of the Heart-Mind Domain. • We will continue to work with SEL researcher Miriam Miller as well as the district.
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<ul style="list-style-type: none"> • How will we monitor progress and adjust actions? 	<ul style="list-style-type: none"> • We will continue to assess at the beginning of the year to see in which direction to move forward next year.
<p>Backup Documentation</p>	

<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>As a staff, we notice that more students are able to describe their feeling using the Mood Meter and the Heart Mind Domains. Best self and secure and calm is becoming a more regular part of school vocabulary</p> <ul style="list-style-type: none"> • Teacher Assessment of Heart-Mind Domains – November 2015 • Letter to parents explaining the use of the Heart-Mind Domains - 2015 • Report Card Template that included the Heart-Mind Domains 2015/2016 • Student Self-Assessments of the Heart-Mind Domains – 2015/2016 • Teacher Assessment of Heart-Mind Domains – June 2016
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<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  Castle HEART-MIND INDEX - Baseline.docx </div> <div style="text-align: center;">  Castle HEART-MIND INDEX -parents.docx </div> <div style="text-align: center;">  Report Card Template.doc </div> <div style="text-align: center;">  Student samples APL.pdf </div> </div> <div style="text-align: center; margin-top: 20px;">  Castle HEART-MIND INDEX - Year End.doc </div>
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<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>We realize that students are at various levels of ability in the area of SEL.</p> <p>We realize that all students benefit from consistent and implicit teaching of recognizing emotions in ourselves and others.</p> <p>We realize that we need to continue to teach and model the five qualities of well-being: GETS ALONG WITH OTHERS; being COMPASSIONATE AND KIND; SOLVES PROBLEMS PEACEFULLY; being SECURE AND CALM; and being ALERT AND ENGAGED</p> <p>Continue using the various tools and programs for social emotional learning in the classrooms</p> <p>Continue to integrate writing and self-awareness into other curricular areas and school-wide activities (e.g. buddy classes, story time, journaling, etc.).</p> <p>Identify the common language used in the programs being taught at Castle Park.</p>
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	<p>Explore a possible school-wide program i.e. Tribes</p> <p>Increase reporting and sharing during staff meeting time</p> <p>Continue to use the 5 categories of the Heart-Mind Index to report progress to parent on formal report cards.</p> <p>Increase awareness through regular discussions and updates at PAC meetings and information, education, and collaborative discourse at special event presentations</p> <p>Continue to use the Heart and Mind Domains for teacher assessment but to explore more opportunities for student self-assessment.</p>
Backup Documentation	Links embedded in references section above

Signatures

School Name: Castle Park Elementary	School Goal: Social Emotional Learning	School Year: 2015-2016
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Kim Tompkins	
Parent	Jennifer Hartley	
Parent	Jacqueline Yeo	
Parent	Rosie Perrin	
Recommended by Assistant Superintendent:		
Assistant Superintendent	Rob Zambrano	
Board and Superintendent Approval:		
Board Chair	Judy Shirra	
Superintendent	Patricia Gartland	

Print this page, have it signed by School Planning Council, scan it and attach it here	
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