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| **Action Plan for Learning** | |
|  | **School Name: Central Community School** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2018/2019** |

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| Goal / Inquiry  Student learning | To use strategies and structures of Self-regulated learning to improve student growth in Social/Emotional development |

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| Rationale  1-3 reasons for choosing goal | Central has focused on SEL for several years and it has made a positive impact. Our students feel more regulated and focused while at school. They report being able to attend to academics and social situations better as compared to the district averages. |

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| References and sources to support actions | * 17/18 MDI report |
| Backup Documentation |  |

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| Planned Actions  Continuing practices working well (1-3)   * 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? | * Continued utilization of Sensory Room which gets used daily and regularly * Continued use of regulation strategies in classroom, eg. Use of figits, body breaks, and other regulation strategies * Continued use of Circles as a regulating and restoring strategy * Use professional development time to foster the understanding of how to better utilize academic success specifically with regulating strategies * Students will continue to self-assess their zones of regulation and learning how to regulate * Parents are continually informed regarding SEL – newsletters, teacher interactions, tours of the Sensory Room, etc. |
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| Documentation of learning  Key evidence of change   * 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. | * Through parent, staff and student feedback Central is a safe place to learn. Often visitors enter the building and comment on the friendly and accepting feeling in the school. There is a community culture at Central. * Term awards of Citizenship and Effort are always challenging to limit the recipients. * Significant on-going management concerns are limited to a few students. * Self-regulation room has had an immediate impact on several students who have previously struggled with regulation both in class and on playground. * The best information comes from teacher and EA feedback regarding student’s ability to regulate and handle conflict. * Our twice-yearly class reviews also provide information regarding trends in student regulation from one review to the next. * MDI report also validates our SEL progress |
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| School Community Engagement Process   * 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? | * Teachers and support staff are engaged during staff meetings, team leader and collab time meetings, Pro-d days. * Parents are engaged through regular newsletters and PAC meeting. * Often parents seek opportunities to speak with administration regarding the culture of the school and the positive feel the school has. * Students are involved in daily discussions with teachers, EAs and other staff in the building regarding regulation and practices * The APL goals are developed through discussions with parents and staff. The finalized APL is posted on the website and sent to staff via email and given in their welcome back package. |
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| Reflection Highlights   * 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? | Central has a clearly defined Matrix and each class creates its own charter. Through these we have been able to have global language to engage in restorative conversations. Every class are utilizing Circle Time for both restorative and communication purposes. Through on-going pro-d, staff are learning both philosophical approaches to regulation as well as simple in-class strategies to self-regulation. We have recently completed our self-regulation room and, as previously mentioned, are seeing the fruits of that labour. We have established a common practice and expectations for both staff and students. Our next step is to explicitly marry our current regulation practices with the core and curricular competencies with students to foster enjoyment in literacy |
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**(Delete this section if Literacy is your main goal)**

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| **Literacy Data**  Attach the following:   * Classroom Assessment * School Assessment * FSA results | We have decide to have a second goal: To increase the confidence, competence and enjoyment in literacy.  This can be measured through survey and interviews with student. We feel students will improve in literacy if they enjoy literacy and are successful. We need to meet them where they are at and make literacy fun. Attached are classroom assessments for all grade levels. |

Signatures

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| School Name: | School Goal: Social Emotional Learning | School Year: 2018/2019 |

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| Title | Name | Signature |
| Principal |  |  |
| Assistant Superintendent |  |  |

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