


# Action Plan for Learning

	<b>School Name: <u>Hampton Park Elementary School</u></b>
	<b>School Goal: <u>SEL – Social Emotional Learning</u></b>
	<b>School Year: <u>2020/21*</u></b> <b>*Due to COVID-19, the APL was not changed from the previous year</b>

<b>Goal / Inquiry</b> Student learning	<p>Students will demonstrate an awareness of their emotions and a strong sense of self-awareness</p> <p><b>Students will implement strategies that are tailored to self when implementing the META MOMENT</b></p> <p>Staff will use strategies and structures of the RULER Approach to teach students how to recognize, understand, label, express and regulate their emotions</p> <p><b>**In 2019/2020, we added a “Mindful Moment”, each day as the students came in from recess. It consisted of a 5 min or so recorded message with a focus on breathing and visualization, to get students re-focused and calm before beginning learning in class.</b></p> <p>We have added a school goal centered around Literacy as well. It is still in the planning stages and will require further input from the staff and parent community but has been added for the 2019/20 school year as the academic aspect of our APL. The goal is in its developing stages, and it will be communicated to our parent community and reinforced with staff very early in the 2019/2020 school year.</p>
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>Establish a common language for school community: staff, students, parents.</p> <p>Encourage and support a more empathetic and reflective learning environment for all parties.</p> <p>Strong belief by all staff that self-awareness of emotions can help to lesson conflict and increase student achievement in all areas of curriculum. This is supported by current research and literature.</p> <p>There is a need to address cultural differences regarding the importance and role of SEL in the family.</p> <p>The META MOMENT will encourage and support personal coping and reflective strategies when faced with conflict.</p> <p><b>**In 2019/2020, we added a “Mindful Moment”, each day as the students came in from recess. It consisted of a 5 min or so recorded message with a focus on breathing and visualization, to get students re-focused and calm before beginning learning in class.</b></p> <p>For the Literacy goal, staff sees our high ELL population (109/311 students are ELL) and a staff consensus to generally focus on developing literacy in all students as good reasons for choosing a literacy goal to be added to Hampton’s APL for the 2019/2020 school year.</p>
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<b>References</b> and sources to support actions	CASEL.org RULER.org Rulercommunity.yale.edu  For the Literacy goal, we are using Learning Services website ( <a href="https://my432016.sd43.bc.ca/Departments/studentervices/Default.aspx">https://my432016.sd43.bc.ca/Departments/studentervices/Default.aspx</a> ) on the redesigned curriculum for reference currently, and we will be adding resources as we get more staff input.
Backup Documentation	The attached document was discussed with SPC and school community – it remains the same for the 2019/2020 school year. <a href="#">Hampton Park SEL Goal - Communication to Community</a>

<b>Planned Actions</b> Continuing practices working well (1-3) <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<b>Continuing practices working well (1-3)</b> <ol style="list-style-type: none"> <li>1. Using RULER approach (Anchors of Emotional Intelligence) school wide to directly teach awareness of emotions</li> <li>2. Class Charters in every class and ongoing discussion using the Mood Meter (Anchors 1 and 2) in every classroom</li> <li>3. Ongoing in-service for staff in the format of staff meetings and after school sessions to continue learning about and sharing RULER ideas/materials</li> <li>4. Continued focus on Anchors 3 and 4 during the 2018/19 school year (Meta Moment and Blue Print)</li> <li>5. Special emphasis on the META MOMENT for the 2018/19 school year</li> </ol> <b>What will we do differently? (1-3)</b> <ol style="list-style-type: none"> <li>1. We will begin this school year with a review of school goals and the use of RULER approach</li> <li>2. Classes will each create a class charter in September/October</li> <li>3. Special emphasis will be placed on the META MOMENT – a focus on this Anchor will reduce impulsive and reactive behaviours</li> </ol> <b>How will we provide for staff development and collaboration?</b> <ol style="list-style-type: none"> <li>1. All staff will continue to work with Kristi Frisk and teacher leaders for RULER</li> <li>2. Monthly staff meetings and after school in-service opportunities will be provided</li> <li>3. Co-teaching model (counselor and teacher leaders supporting teachers/students)</li> <li>4. Blend Redesigned Curriculum with RULER Approach/Feeling Words Curriculum and First Principles of Learning (staff meetings/pro-d days)</li> <li>5. RULER utilized when reflecting and self-assessing with the BC CORE COMPETENCIES</li> </ol> <b>How will we involve parents?</b> <ol style="list-style-type: none"> <li>1. Classroom teachers will continue to communicate elements of RULER that are being practiced/implemented in the classroom</li> <li>2. Engage parents in their child’s learning through student self-reflections and self-assessments</li> </ol> <b>How will we involve students?</b> <ol style="list-style-type: none"> <li>1. Students will be directly involved in the day-to-day teachings of the RULER approach to SEL and Feeling Words Curriculum</li> <li>2. Assemblies will continue to be centered on SEL</li> </ol>
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	<ol style="list-style-type: none"> <li>3. Student Voice will be directly involved with initiatives to promote social emotional health (i.e. Emotion Day)</li> <li>4. Students will practice RULER and will continue to develop more precise emotion vocabulary</li> <li>5. Students will engage in self-reflective and self-assessment practices that will allow for growth and development in SEL and EI</li> </ol> <p><b>How will we monitor progress and adjust actions?</b></p> <ol style="list-style-type: none"> <li>1. Anecdotal feedback from students and staff</li> <li>2. Progress will be monitored during monthly staff meetings</li> <li>3. Feedback from staff/students/parents</li> </ol> <p><b>For Literacy:</b></p> <p>In general terms, we have been using our staff discussions during Curriculum Implementation Days and school-based Pro D days to provide a framework to guide our Literacy goal. Discussions have centered around review of the assessment around reading levels and an introduction of new school-wide literacy initiatives, such as Monday morning school-wide reading. We will continue these discussions and initiatives at the start of the 2019/23020 school year, and the staff will implement new strategies at the school and classroom level. We will continue to use staff meeting time and school-based Pro D days to develop our Literacy goal in the APL.</p>
Backup Documentation	<p>This is the survey that was distributed to the parent community in 2016/17 <a href="file:///localhost/Users/tbanks/Documents/Family Survey SEL.docx">file:///localhost/Users/tbanks/Documents/Family Survey SEL.docx</a></p> <p>Survey distributed with select students: students were asked to identify particular emotions displayed in a picture; then were asked subsequent questions</p> <p><a href="file:///localhost/Users/tbanks/Documents/SEL Student Survey 2014.docx">file:///localhost/Users/tbanks/Documents/SEL Student Survey 2014.docx</a></p> <p>This survey was completed with students in November 2014  This survey was completed with students in June 2016. Three classes were selected to complete the emotion survey that was used as baseline data in November 2014. The purpose of redistributing the survey was to gather evidence to inform us if students were able to correctly identify emotions using precise feeling words. The 3 classes chosen were also classes that worked with the school counsellor, skill development teacher and/or principal in a co-teaching setting, throughout the school year. These classes are also identified as the most challenging, both emotionally and behaviourally, among the 14 divisions at Hampton Park.</p> <p>Results are as follows:  Kindergarten – 18 students – 11/18 students scored 7 or above (first year of RULER)  Grade 2/3 – 21 students – 20/21 students scored 7 or above (second/third year of RULER)  Grade 4/5 – 27 students – all scored 9 or above; 21/27 scored 12/12 (second/third year of RULER)</p> <p>From this data, we can conclude that classes with more experience with the RULER Approach were better able to identify the emotions on the survey. Also, more than half of the Kindergarten students surveyed were able to correctly identify more than half of the emotions on the survey, after only 1 year of RULER.</p> <p>In June of <b>2017</b>, staff unanimously concluded that all students are able to identify and awareness of their emotions and emotions in others. It was also concluded that there are less than 10 students who are not yet able to regulate their emotions and the results of their impulsive behaviour consumes a significant amount of time during the school day. It is for this reason that the decision was made to focus on the steps of the META MOMENT. The skills that will be worked on and developed are essential for these students, and benefit all students.</p>

<p><b>Documentation of learning</b> Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<p>2018/19 was the fourth full year of RULER implementation. Staff, students and parents continued to learn about RULER. As to be expected when working with a school-wide initiative, teachers continued to progress at different rates, depending on exposure to RULER, relevant course work that they, themselves, were engaged in, and comfort level with the approach itself. Recognizing this as a natural part of the school’s and individual teacher’s growth and development in this area, evidence of change can continue to be reported on anecdotally in the following ways:</p> <ul style="list-style-type: none"> <li>• Conversations between staff are centered on the students’ emotional state when faced with conflict (i.e. what was happening at the time of the incident? What happened before the incident? What time of day? Was there something that happened earlier in the day that lead up to the incident? Was this building or continuing from a prior situation?)</li> <li>• Conversations with students began with these types of questions: How are you feeling about what happened? How were you feeling this morning/before this happened/now? How can you or you and the other student(s) make amends? How can we (the adults) help you to work through this? Encouragement of recognizing feelings first, in order for the student to be able to work through the problem/conflict successfully.</li> </ul> <p><b>For Literacy:</b></p> <p>We will spend time at the beginning of the school year to advise parents of our newly established academic goal centered around literacy, and how we intend to develop improvement in reading comprehension and writing levels in our students (whether ELL or not). We will continue to keep literacy in the forefront of our school’s APL with initiatives like school-wide reading on Monday mornings and classroom focus on reading comprehension levels and writing skills. Staff have already provided different aspects of research regarding reading comprehension levels as a starting point for our discussions moving forward. We will continue to review our reading comprehension assessment strategies and processes, and will establish a standard approach for our teachers to use with all our English Language Arts students.</p>
<p>Backup Documentation</p>	<p><a href="#"><u>Implementing aspects of the RULER approach in my classroom has made a tremendous difference in my teaching practice.docx</u></a></p> <p>Teacher Reflection: Using RULER in my classroom has been fundamental to establishing a positive classroom community, where students and the teacher can communicate openly about emotions, resulting in more thoughtful and empathetic learners. It has become a classroom language that we use daily in mood meter journals, conversations, and conflict resolution. In my classroom I teach specific lessons to develop a feelings word vocabulary, but I also integrate RULER lessons into my Language Arts, Math and Humanities programs to help students integrate their understandings into real life application. I have noticed that students can now independently apply their learning of RULER across many aspects of the curriculum, especially to the core competencies, without direct support from me. With support, they use the blueprint and meta moment to resolve conflict more effectively and clearly as well as with more caring for all individuals involved. (2017)</p>

	<p>Parent Feedback:</p> <p>These last two years my husband and I have attended the RULER sessions provided by our principal Tamara Banks at Hampton Park Elem. We have two children, one in grade 3 and one in kindergarten. We have found the mood meter learning very helpful. We really enjoy implementing it in our family. It really opens up the discussions with our children and allows them to share their feelings and emotions regularly with us. It is quite interesting having a daughter starting in kindergarten this year and having this program implemented right from the beginning of her schooling. What a difference it has made with her and how she is handling the social adjustment to school. I have spoken with other parents in the area about how excellent the RULER approach is and they are always so interested in learning more. I am very pleased with how this program has changed the way both of my children learn and interact with others in their social lives.</p> <p>Thank you,</p> <p>Laura Thomas (2016)</p> <p>Student Reflections:</p> <p>Students in a grade 3/4/5 class focused on inquiry around Viktor Frankl's quote which is used to introduce and capture the purpose of the Meta Moment. Students specifically focused their inquiry on the "space of time" that is present during a conflict and/or uncomfortable situation. This is Step 3 of the Meta Moment. As part of their learning, students developed META MOMENT apps detailing specific, personalized, strategies they would use when faced with conflict.</p> <p>Grade 1/2 Students identify with Step 2 of the META MOMENT (SENSE)</p>
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<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<ul style="list-style-type: none"> <li>• Regular staff meetings and in-service support of the Anchors of Emotional Intelligence for staff was done consistently.</li> <li>• Student participated through classroom lessons and creating classroom charters.</li> <li>• The APL goals were shared though various staff meetings, Pro D and parent meetings. Students were taught the language of RULER, and our hallways were adorned with various posters and supporting visuals of the RULER process</li> </ul> <p><b>For Literacy:</b></p> <p>Our first Pro D in September will be focused on our literacy goal development within the APL. We will also spend time in subsequent Pro D days and in regular staff meetings to discuss, plan and develop the APL goal.</p>
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<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> </ul>	<p>We will begin the school year with a community-building week centered on RULER Anchors of Emotional Intelligence. We will specifically tie it to our new logo/mascot (The Hawks) and its acronym: Hardworking, Achieving, Welcoming, Kind and Safe.</p> <p>We will continue with the RULER approach. This remains a long-term goal that will require a genuine commitment from all members in order to be successful. The RULER approach compliments an already positive school culture, and supplies a common thread and language to be used. The RULER approach is also only one program among many various activities being done in classrooms to promote SEL.</p>
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- How does this inform potential next steps?

During this past school year we developed our skills to embed RULER into the redesigned curriculum and first principles of learning. The Feeling Words Curriculum will continue this year and emphasis will be placed on the Meta Moment and Blue Print. The next step specific to Hampton's community is a focus on the META MOMENT Step 3, STOP. The focus on this step will help to reduce impulsive behaviour and reactions of students and between students.

Similar to last school year, staff identified that the time directly after recess and lunch were problematic. There were many "small" conflicts taking place and students were "reporting" to the teacher rather than dealing with the conflict themselves. The conflicts were the result of reactive behaviour. This was noted by both teachers and students. Our hope is that by concentrating on the META MOMENT, students will be able to confidently apply strategies and skills learned to deal with the "small" conflicts that may occur during recess and lunch. This will be discussed in greater detail, by all staff in September 2018 and throughout the school year.

We are also hoping that parents will become more confident in speaking about SEL with their children. The elements of RULER (Recognizing, Understanding, Labeling, Expressing) emotions, ultimately leads to the final "R", Regulating. Self-regulation is key to academic success and mental well-being.

**\*\*In 2019/2020, we added a "Mindful Moment", each day as the students came in from recess. It consisted of a 5 min or so recorded message with a focus on breathing and visualization, to get students re-focused and calm before beginning learning in class.**

**For Literacy:**

Staff, student and parent feedback was quite positive around the initiative to start a school-wide reading session on Monday mornings. We started this as a school in late April and continued it throughout the remainder of the year. Students spend 15 minutes at the start of the school day on Monday's reading, either silently or with a younger or same age "buddy". Family reading time has been at the same time for several of our classes, so it has become a "community event". Students are free to read in a location of their choosing, whether it is in their class, a sibling's class, a friend's class, a former teacher's class, in the hall, in the library, MPR or gym. Staff feedback has indicated that there are some areas that can be noisy and there may not be too much reading happening. It will take time and staff interaction to ensure the students are using the time appropriately, but such an initiative has been successful in other schools.

The staff will have to establish some method to measure our literacy goal's success, whether it is a baseline assessment at the beginning of the year, which is reassessed later on to determine student growth.

# Signatures

School Name: Hampton Park Elementary	School Goal: Social Emotional Learning	School Year: 2019/20
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Title	Name	Signature
Principal	Mike Parkins	
Assistant Superintendent	Reno Ciolfi	

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