


Action Plan for Learning

	School Name: Meadowbrook Elementary
	School Goal: Social Emotional Learning
	School Year: 2014-15


Goal / Inquiry Student learning	<p>Students will develop self awareness and self management skills to achieve school and life success.</p> <p>Objectives: 1. identify and manage one’s emotions and behaviour 2. develop vocabulary to better communicate emotions 3. recognize the feelings and perspectives of others</p>
---	---

Rationale 1-3 reasons for choosing goal	<p>Academic success is directly related to social-emotional well-being. Students who receive Social and Emotional Learning (SEL) instruction improve an average 11 percentile points on standardized achievement tests compared to students who do not receive such instruction.</p> <p>http://dalailamacenter.org/programs/heart-mind-index</p> <p>2. How often do students need to share how they feel but can't find the right words? When the right words are not available, communication breaks down; students' feelings become confused, suppressed, or even displaced onto others. Last year all students have worked with the mood meter to become aware of their feelings, but have limited vocabulary to express them.</p>
---	--







References and sources to support actions	<ul style="list-style-type: none"> • <u>The Anchors of Emotional Intelligence</u> – school wide use of <u>RULER approach to Social and Emotional Learning</u> from Yale - teachers work with the mood meter and encourage students to label emotions from their own experiences and from quality literature. http://ei.yale.edu/ruler/ • An extensive library of books relating to Social Emotion Learning has been acquired through community grants, based on the resource list put together by Open Circle. • CASEL http://www.casel.org/social-and-emotional-learning • teacher based observations • http://dalailamacenter.org/programs/heart-mind-index
---	--

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

<p>Planned Actions</p> <p>Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> • What will we do differently? (1-3) 	<ul style="list-style-type: none"> • Continuing Practices • use the language of the mood meter to identify feelings at all grades • check in using mood meter language or coordinates during daily circles • use the mood meter along with restorative language to resolve conflict both in the office and the classrooms. Students are encouraged to identify and
---	---

<ul style="list-style-type: none"> • 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>label their own feelings, as well as how others feel.</p> <ul style="list-style-type: none"> • inform parents through newsletters about the mood meter and restorative language • <u>What We Will Do Differently</u> • create and implement new template for discipline issues based on both restorative questions and the language of the mood meter. • survey parents to see if parents are aware of mood meter and restorative practices • integrate use of the mood meter throughout the curriculum ie. to identify the feelings of fictional characters, connecting classroom activities to how we feel, literature circles, HACE, class books and explicitly teach new vocabulary. Display collections of words that describe emotions, placed on a school mood meter. Parents and students will be invited to add to it as new words are discovered.
<p>Backup Documentation</p>	<p style="text-align: center;">  behaviour rethinking page.pdf </p>

<p>Documentation of learning 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>Based teacher assessment using the Heart Mind Index, students have shown growth in all areas. From October 2014 to May 2015, there was a decrease the number of students not meeting expectations in all areas and an increase in the number of students meeting and exceeding expectations in all measured values.</p> <p>The teacher evaluation of student academic progress shows that there has been an increase in the number of students meeting and exceeding expectations in reading, writing and mathematics.</p> <p>Based on survey results, responding parents are supportive and aware of the language of the Mood Meter and of restorative practices.</p> <p>Student work demonstrates an ability to identify and label emotions, indicating growth in vocabulary and awareness.</p>
--	--

<p>Backup Documentation</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; width: 25%;">  APL academic dat (teacher judgement) </div> <div style="text-align: center; width: 25%;">  APL SEL October 2014 and May 2015. </div> <div style="text-align: center; width: 25%;">  APL photographic documentation.pdf </div> <div style="text-align: center; width: 25%;">  parent survey results.pdf </div> <div style="text-align: center; width: 25%;">  APL Academic assessment comparis </div> <div style="text-align: center; width: 25%;">  Heart Mind Index comparison Oct to Ma </div> </div>
-----------------------------	---

<p>Reflection Highlights</p> <ul style="list-style-type: none"> • Where are we now? 	<p>While the Heart Mind Index indicates significant overall progress, there are still three areas where 10 percent of our students are experiencing challenges in being alert and</p>
---	---

<ul style="list-style-type: none"> • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p>engaged, feeling calm and secure and able to solve problems peacefully.</p> <ul style="list-style-type: none"> - are these the same students? - are these results linked to maturity? Should data collection reflect age? <p>Only 35 families responded to the survey that was sent home with April report card. Most comments were positive - do they represent enough of our parent voice to assume that parents feeling informed and supportive of our work with SEL?</p> <p>We have seen significant growth in student's social and emotional learning , so will continue to support students through use of the mood meter and restorative practices. Next steps should be to address the 10 percent of students who need additional support to feel calm and secure, alert and engaged and able to solve problems peacefully.</p>
Backup Documentation	

<p>Literacy Data Attach the following :</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	<p>School based assessments –</p> <p>Reading - Oct 2014 34.8 % not meeting expectations May 2015 22% of students not meeting expectations</p> <p>Oct 2014 48% meeting May 2015 43 % meeting</p> <p>October 2014 – 17% exceeding expectations May 2014 - 34 % exceeding expectations</p> <p>From October to May there was a decrease of of students who were not meeting expectations in reading, a slight decrease of students meeting expectations and an increase of students exceeding expectations.</p> <p>Writing October 2014 40 % not meeting expectations May 2015 15 % not meeting expectations</p> <p>October 2014 47 % meeting expectations May 2015 69% meeting expectations</p> <p>October 2014 13 % exceeding expectations May 2015 16% exceeding expectations</p> <p>From October to May there was a decrease of students who were not meeting expectations, and an increase in both the number of students meeting and exceeding expectations.</p>

Signatures

School Name: MEADOWBROOK ELEMENTARY	School Goal: Social Responsibility	School Year: 2014-15
--	------------------------------------	----------------------

Submitted by School Planning Council:		
Title	Name	Signature
Principal	SALLY MAIDENS	
Parent	NATHANIA VISHNEVSKY	
Parent	VAL CAMPBELL	
Parent	JANINE DAVIES	
Recommended by Assistant Superintendent:		
Assistant Superintendent	GERALD SHONG	
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	
---	--