

Action Plan for Learning

	<p>School Name: Mundy Road</p> <hr/> <p>School Goal: Social Emotional Learning School Goal: Literacy</p> <hr/> <p>School Year: 2020-21</p>
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<p>Goal / Inquiry Student learning</p>	<p>1. Last year we changed our specific focus from <i>Self Awareness: recognizing one's emotions and values as well as one's strengths and challenges and Self-Management: managing emotions and behaviours to achieve one's goal to</i> Responsible Decision Making: Making ethical, constructive choices about personal and social behavior . We will be continuing work on that for this year.</p> <p>2. Literacy and Assessment</p> <p>Collaborate in deepening our pedagogy and practice around what is meaningful and engaging in elementary literacy and assessment as a team of educators (classroom teachers, administrators, student service teachers, counselors, Strong Start educators and education assistants). Started in 2019-20 we will continue this goal as well.</p>
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<p>Rationale 1-3 reasons for choosing goal</p>	<p>1. Responsible Decision Making: Making ethical, constructive choices about personal and social behavior</p> <ul style="list-style-type: none"> • Staff observations, collaboration meetings identified the need for an increased focus on Social Emotional Learning as our student learning is being significantly impacted by challenges with SEL. It is felt that a focus on responsible decision making can be beneficial for all of our learners, whether they struggle with basic decisions or they need help to become more confident with major/ complex decisions. • As a staff, we recognized the need to continue to establish some common language and common understanding of SEL within our school community • Research showing a direct correlation between Social Emotional well-being and student achievement • With the switch to remote learning mid-year and a transition of the Principal mid-year we need more time to explore and grow in this area. <p>2. Literacy and Assessment</p> <ul style="list-style-type: none"> • Staff observations, collaboration meetings, data from Student Learning Survey identified the need for an increased awareness and understanding of assessment • As a staff, we recognized the need to collaborate in deepening our pedagogy and practice around what is meaningful and engaging in elementary literacy and assessment. In addition, we have been able to take advantage of a district opportunity to work/ grow/ develop as a school team of educators (classroom teachers, administrators, student service teachers, counselors, Strong Start educators and education assistants) and took part in professional development
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	days throughout the 2019/2020 school year and be a part of opportunities to work closely with Faye Brownlie.
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References and sources to support actions	<p>http://www.casel.org/</p> <p>http://ei.yale.edu/ruler/</p> <p>http://my43.sd43.bc.ca/departments/staffdev/SR/Pages/Social%20Emotional%20Learning.aspx</p> <p>http://my43.sd43.bc.ca/departments/studentsservices/Pages/Safe%20Schools.aspx</p> <p>http://www.casel.org/social-and-emotional-learning/core-competencies</p> <p>http://dalailamacenter.org/programs/heart-mind-index</p> <p>http://www.realrestitution.com/</p> <p>http://www.iirp.edu/</p> <p>SEL Standards and Benchmarks for the Anchorage School District Zones of Regulation- Michelle Garcia Winner <i>Clam, Alert Learning</i>- Stuart Shanker</p> <p>http://fayebrownlie.ca/</p> <p>http://my43.sd43.bc.ca/departments/studentsservices/StudentLearning/default.aspx</p> <p>http://my43.sd43.bc.ca/departments/studentsservices/Pages/Early%20Learning.aspx</p> <p>http://my43.sd43.bc.ca/Departments/studentsservices/Pages/New%20Curriculum.aspx</p>
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) • How will we provide for staff development and collaboration? • How will we involve parents? • How will we involve students? 	<p>Goal 1. Continuing practices working well ...building on our strengths</p> <ul style="list-style-type: none"> • Collaboration amongst grade groups, staff wide collaboration, expanding our focus on the Core Competencies, Kids In The Know Program, FRIENDS Program, Friends For Life (positive thinking and anxiety reduction), Talking Circles, Thumballz, Mood Meter, Zones of Regulation, Sharing Circles, Community Circles, Class Meetings, Class Reviews, Mind UP, Restitution, Freshgrade sharing. • Providing students, the opportunity to make decisions about how to share their learning (type of project/ type of inquiry/ genius hour) • Offering opportunities for students to have facilitated support for responsible decision making (i.e.: Circles/ restitution practices) <p>What we will do differently? What do we need more of?</p> <ul style="list-style-type: none"> • More widespread implementation of SEL proactive programs- more often and earlier in the year including EA meetings.
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- How will we monitor progress and adjust actions?

- Continue to explore, utilize, and implement self-regulation strategies including looking at physical spaces in the classroom/school.
- How can we incorporate opportunities for students who are strong in the area of responsible decision making to share their strength with others, in the school and the wider community?
- Continue to expand our understanding and exploration of using Circles in our classrooms- as a restorative approach to collapsing conflict, but also as a learning tool and responsible decision making.
- Continue to connect our teaching and our way of being more closely with *The First People Principles of Learning*
- A more widespread implementation of Social Contracts at a classroom and school level, solidifying a common set of beliefs- connect the beliefs to ways of being and how we make responsible decisions within a community.
- Increased School wide assemblies with SEL as a focus and community building as a focus (school and wider school community).
- Work on our approach to common language, in particular as it applies to decision making.
- Provide opportunities/ resources/ information for students to take home.
- Continue to implement our understanding of Restitution, including teaching the children how to better understand their basic needs- **basic needs** being a core/ collective understanding throughout the school
- Explore the notion of fairness

How will we provide for staff development and collaboration?

- Retain the increase of department heads there will be a concerted effort to expand leadership and staff development
- Learning teams
- Look at incorporating newly purchased literature (trade books and classroom use).
- Work with Principal to continue a structure that supports collaboration- explore how collaboration can look more inclusive of targeted plans/ questions of inquiry and sharing outside of individual collaboration groups.

How will we involve parents?

- Share resources with community.
- Highlight progress and continued work towards goal at PAC meetings and targeted information nights for parents.
- Incorporate SEL focused literature during Family Reading times (school) and provide literature suggestions/lists for families to utilize at home.
- Provide activities/ assignments that involve family participation and home/school connection.

How will we involve students?


- FRIENDS Program, Friends For Life, Talking Circles, Thumballz, Mood Meter, Zones of Regulation, Sharing Circles, Community Circles, Class Meetings, Mind UP, Music, Social Contracts class discussions/ activities (within and outside of HACE- Health and Career Education), Student Leadership, explicit teaching of Restitution and Core Competencies (Personal and Social)
- Leadership teams of students

How will we monitor progress and adjust actions?




- Talking Circles- observation of student participation/ comfort level.
- Observation of problem-solving skills, in particular use of common language and approaches that align with Restitution.
- Class reviews (3 times per year).

	<ul style="list-style-type: none"> Actively investigate others measures such as the Heart and Mind Index and further components of the RULER Approach (including class/school charters/ contracts) Student Learning Survey, MDI for comparisons from year to year on key questions
Backup Documentation	

<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>Our reason for changing the specific focus of our SEL goal was due to the fact that we feel that:</p> <p>The introduction of a more focused understanding of social emotional learning amongst staff has filtered into common practices in the school</p> <ul style="list-style-type: none"> FRIENDS Program, Friends For Life, Kids in the Know Program, Talking Circles, Thumballz, Mood Meter, Zones of Regulation, Sharing/ Talking/ Community Circles, Class Meetings, Mind UP and tools for the classroom (<i>Motion Sits, alternate seating, options for work spaces</i>) <ul style="list-style-type: none"> Anecdotal observations from teachers demonstrating a positive impact on student behavior. Student’s willingness to use the vocabulary, practices (restorative conflict resolution) and tools in the daily classroom, on the playground and in the office. <p>Results of sharing and discussions from 2019/2020 school year:</p> <ul style="list-style-type: none"> Students continue to be able to better identify the zone and why they feel they are in the zone that they are in and although we will always be able to improve in this area, it is believed a firm foundation has been laid and now using those skills to develop our ability to monitor and be aware of our emotions while making responsible decisions is the next step. Students understanding the processes and having a common language when in dialogues about choices <p>Positive results, which could be connected to a SEL focus at the school, to be highlighted from the <i>Student Learning Survey</i> (Satisfaction Survey) this year:</p> <ul style="list-style-type: none"> How many adults do you think care about you at your school? 0% say none, therefore 100% of students believe that there are 1- 4 adults at the school that care about them. Do you feel welcome at your school? All of the time 55% (Mundy)/ All of the time 44% (District)- if you put together “All of time/Most of the time/Sometimes/ few times- 100% (Mundy)/ 98% (District) Do you like School? All of the time/ Most 80% (Mundy)/ 65% (District) Have you ever felt teased or picked on at school? All/Most/Sometimes 14% (Mundy)/ 26% (District) I know how my school expects me to behave. All/Most of the time 95% (Mundy)/ 81% (District) <p>Positive results, which could be connected to a SEL focus at the school, to be highlighted from the <i>MDI</i> (Middle Years Development Instrument) this year:</p>
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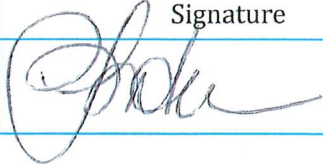
	<ul style="list-style-type: none"> ○ Students reporting: <ul style="list-style-type: none"> Happiness (how content or satisfied with their lives)- High/Medium 89% Self-regulation SHORT TERM (impulse control requiring students to adapt behavior or emotions to meet an immediate goal)- High/Medium 81% ○ CONNECTEDNESS WITH ADULTS: Number of important adults at school- 92 (2 or more) ○ School Experiences <ul style="list-style-type: none"> Positive responses about School Climate: High/Medium 96% ○ School Experiences <ul style="list-style-type: none"> Positive responses about school belonging: High/Medium 96% <p>Goal #2: Literacy and Assessment</p> <p>How will we provide for staff development and collaboration?</p> <ul style="list-style-type: none"> ● Staff will participate in Faye Brownlie sessions and use school-based opportunities to embed the learning into their classrooms and discussions with colleagues and families on literacy and assessment <p>How will we involve parents?</p> <ul style="list-style-type: none"> ● Share resources with community. ● Use the newsletter to share resources ● Highlight progress and continued work towards goal at PAC meetings and targeted information nights for parents. <p>How will we involve students?</p> <ul style="list-style-type: none"> ● Develop common language in the classroom ● Embed in learning opportunities <p>How will we monitor progress and adjust actions?</p> <ul style="list-style-type: none"> ● Collaborative opportunities as check ins ● Get feedback from students and families
<ul style="list-style-type: none"> ● Backup Documentation 	 <p>SEL Wheel 2015.pdf</p>

<p>Reflection Highlights</p> <ul style="list-style-type: none"> ● Where are we now? ● What are some patterns emerging? ● What surprised you? 	<p>Our inclusive model of support, combined with collaboration opportunities (grade level, school level and district level) have allowed us to:</p> <ul style="list-style-type: none"> ● continue to develop a shared understanding of SEL and has helped us decide to change our main SEL focus to Responsible Decision Making ● foundation of knowledge to begin expanding this teaching and learning into more aspects of schooling.
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<ul style="list-style-type: none"> • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p>A dynamic vs. static support model, based on student need, has continued to increase our dialogue around student need and has given us focus for our interventions.</p> <p>We need to continue to increase our connection and relationship with Aboriginal Education support in the district. Our experiences with Talking Circles and the teachings of aboriginal culture have been rich and complement our understanding of SEL. We need to work towards a more explicit inclusion and implementation of <i>The First Peoples Principles of Learning</i>.</p> <p>It is clear throughout the school in daily interactions in the classroom, in the office and on the playground that students are experiencing increased success in regulating and following expected behavior. We believe that the next step for us is to make our targeted focus on another aspect of the Social Emotional Core Competencies: Responsible Decision Making.</p>
<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SEL CASL Definitions SEL Wheel 2015.pdf</p> </div> <div style="text-align: center;">  <p>2015.pdf</p> </div> <div style="text-align: center;">  </div> </div> <p> http://my43.sd43.bc.ca/departments/student services/Pages/Quality%20Teaching%20LIF.aspx http://my43.sd43.bc.ca/departments/student services/Pages/Self-regulation.aspx http://my43.sd43.bc.ca/departments/AboriginalEd/default.aspx https://my43.sd43.bc.ca/departments/staffdev/NewCurriculum/Training/Making%20Connections%20with%20First%20Peoples%20Principles%20of%20Learning.pdf http://my43.sd43.bc.ca/departments/student services/Pages/Safe%20Schools.aspx </p>

Signatures

School Name: Mundy Road Elementary	School Goal: Social Responsibility	School Year: 2020-21
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Leann Buteau	
Recommended by Assistant Superintendent:		
Assistant Superintendent	Gerald Shong	