


Action Plan for Learning

	School Name: <u>Ecole Nestor Elementary School</u>
	School Goal: <u>SEL – Social Emotional Learning</u>
	School Year: <u>2018/2019</u>

Goal / Inquiry Student learning Staff Goal	Students will demonstrate an awareness of their emotions Students will demonstrate a strong sense of self-awareness Staff will use strategies and structures of the RULER Approach to teach students how to recognize, understand, label, express and regulate their emotions
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Rationale 1-3 reasons for choosing goal	Establish a common language for school community: staff, students, parents Encourage and support a more empathetic and reflective learning environment for all parties. 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. It is imperative to support students’ mental health and well-being – through RULER, this is possible (community wide approach/common language/common strategies)
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References and sources to support actions	CASEL.org RULER.org
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Backup Documentation	The attached document was discussed with SPC and school community ~\$LER Parent Evening Ecole Nestor 2018.docx
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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? • How will we monitor progress and adjust actions? 	Continuing practices working well (1-3) <ol style="list-style-type: none"> 1. Using RULER approach (Anchors of Emotional Intelligence) school wide to directly teach awareness of emotions 2. Class Charters in every class and ongoing discussion using the Mood Meter (Anchors 1 and 2) in every classroom 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 4. Focus on Anchors 3 and 4 during the 2016/17 school year (Meta Moment and Blue Print) What will we do differently? (1-3) <ol style="list-style-type: none"> 1. We will begin this school year with a review of school goals and the use of RULER approach 2. Staff will participate in the creation/re-visit of a staff charter in September 3. Classes will each create a class charter in September/October 4. There will be ongoing support offered by principal, school counselor and teacher librarian (team teaching/co-teaching/collaboration) to support implementation of the 4 Anchors of Emotional Intelligence
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	<p>How will we provide for staff development and collaboration?</p> <ol style="list-style-type: none"> 1. All staff will continue to work with Tamara Banks/Alessia Calla/Colleen Coyle (teacher leaders for RULER) 2. Monthly staff meetings and after school/lunchtime in-service opportunities 3. Co-teaching model (counselor/principal/teacher librarian supporting teachers/students) 4. Blend Redesigned Curriculum with RULER Approach/ First Principles of Learning/Core Competencies (staff meetings/pro-d days) <p>How will we involve parents?</p> <ol style="list-style-type: none"> 1. RULER parent engagement meetings – meetings during the 2018/19 school year 2. Materials and articles will be placed online and sent home to parents 3. Classroom teachers will continue to communicate elements of RULER that are being practiced/implemented in the classroom <p>How will we involve students?</p> <ol style="list-style-type: none"> 1. Students will be directly involved in the day-to-day teachings of the RULER approach to SEL 2. Assemblies will continue to be centered on SEL 3. Student Council will be directly involved with initiatives to promote social emotional health 4. Students will practice RULER and will continue to develop more precise emotion vocabulary <p>How will we monitor progress and adjust actions?</p> <ol style="list-style-type: none"> 1. Anecdotal feedback from students and staff 2. Staff surveys/Parent Surveys/Student Surveys 3. Progress will be monitored through regular SEL committee meetings 4. Progress will be monitored during monthly staff meetings 5. Feedback from staff/students/parents
Backup Documentation	<p>This is the survey that was distributed to the parent community this school year ~\$mily Survey SEL Nestor.docx</p> <p>Survey will be done with select students: students will be asked to identify particular emotions displayed in a picture; then will be asked subsequent questions (Oct. 2018)</p> <p>SEL Student Survey .docx</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 	<p>This year was the first full year of RULER implementation. Staff, students and parents continued to learn about the 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</p>
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<p>learning to meet your goal.</p> <ul style="list-style-type: none"> • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. 	<p>this area, evidence of change can continue to be reported on anecdotally in the following ways:</p> <ul style="list-style-type: none"> • Conversations between staff became more 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?) • 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.
<p>Backup Documentation</p>	<p>teacher/staff reflection will be placed here</p>

<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 will begin the school year with a community-building week centered on RULER Anchors of Emotional Intelligence. The staff charter will play an important role in setting the tone for the remainder of the school year.</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> <p>This school year we will also develop our skills to embed RULER into the redesigned curriculum and first principles of learning. Focus on the Charter and Mood Meter will continue, with emphasis will be placed on developing skills with the Meta Moment and Blue Print.</p> <p>Throughout the 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. Our hope is that by concentrating on the last 2 anchors of RULER, 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.</p> <p>A survey regarding application of RULER and its strategies will be distributed to staff and students in September 2018. The data obtained will guide the path for the 2018/19 school year.</p> <p>We are hoping that more involvement from the community (parents) through scheduled Parent Engagement evenings will act to connect school and home in this area. We are also hoping that parents will become more confident in speaking about SEL with their children. The elements of RULER (Recognizing, Understanding, Labeling,</p>
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	Expressing) emotions, ultimately leads to the final “R”, Regulating. Self-regulation is key to academic success and mental well-being.
Backup Documentation	CASEL.org; RULER.org