


Action Plan for Learning

	School Name: Porter Elementary School
	School Context: please see just below
	School Goal: Social Emotional Learning
	School Year: 2016/2017

School Context:	<p>Welcome to Ecole Porter Street School, where we strive to create a caring, respectful community of learners in Kindergarten through Grade 5.</p> <p>We offer balanced educational programs including Academics, Library, Fine Arts, Learning Assistance, EAL and Athletics in both English and French Immersion.</p> <p>Our PAC provides many during and after school activities which include: Km Club, Lasermaster, Places des arts; Moresports; Mad Science; Theatrix; bricks4kidz; Fruit & Veggie Program; Milk Program; Hot Lunches; PJ/Movie Nights; extra food for students who need food for a variety of reasons; crossing guard team; do what u luv</p> <p>Our students are a diverse group from a diverse catchment area. We do all we can to encourage the development of each child. By providing fun, positive learning experiences that are inclusive and supportive of all students, we help them to engage in their own learning and to set goals for academic, social and physical achievement.</p> <p>Porter is located steps away from Como Lake and near major transportation links.</p> <p>With a current population of about 380 students, it is one of the district's larger elementary schools.</p> <p>Constructed in the early 1960's, Ecole Porter Street School is a large, single-level facility on spacious, open property. The school has a grass field and a large all-weather field that is lit at night and is used by community athletic groups. The school also has two large playground areas with new play structures.</p>
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Goal / Inquiry Student learning	To learn Self-Regulated Learning (SRL) tools and strategies to teach students so they can better regulate their emotions in order to increase student achievement across all areas of the curriculum.
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Rationale 1-3 reasons for choosing goal	<p>We believe and know that a child who is self-aware and has a 'toolkit' of self-regulation strategies is more calm, secure, alert and engaged. This contributes to a happier and more successful student as well as a well-functioning classroom and school.</p> <p>The Porter Staff has, the last several years, noticed a growing number of students who:</p> <ul style="list-style-type: none"> ○ are unable to recognize their emotions and the influence their emotions have on their behaviour and attitude ○ are unable to self-regulate or have great difficulty doing so resulting in significant difficulties remaining alert and engaged ○ are struggling with anxiety
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<p>References and sources to support actions</p>	<ul style="list-style-type: none"> • The Ruler Approach with Miriam Miller • The Zones of Regulation • Collaborative for Academic, Social, Emotional Learning (CASEL - Success in School. Skills for Life.) • The Heart and Mind Index • The Whole Brain Child & other resources by Siegel and Bryson
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<p>Planned Actions 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? • How will we monitor progress and adjust actions? 	<p>The Journey Continues...</p> <p>2015 April:</p> <ul style="list-style-type: none"> • Porter Street staff unanimously voted to change our APL goal from Reading Comprehension to Social-Emotional Learning <p>2015 June:</p> <ul style="list-style-type: none"> • Confirmed having Miriam Miller work with our staff for several ProD dates for 2015/2016 <p>2015 September:</p> <ul style="list-style-type: none"> • Fri Sept 18: Skype meeting between Porter ProD and Miriam Miller to plan for Fri Sept 25 ProD afternoon session • Fri Sept 25 ProD: afternoon workshop with Miriam Miller; explored definition of SEL and CASEL Social and Emotional Core Competencies <ul style="list-style-type: none"> ○ Identified SEL Core Competencies of Self-Management and Self-Awareness as specific areas we would like to focus on for 2015/2016 and beyond ▪ New Practices for 2016/2017: <ul style="list-style-type: none"> ○ 2016 January: <i>What is Social-Emotional Learning? A Parent Information Evening with Miriam Miller</i> What is Social-Emotional Learning? How and why is it important with respect to student learning? What impact does SEL have on student-achievement? How and why is SEL important in our lives? What and how can teachers/schools do to teach and weave SEL into our daily practise? These are some of the questions our staff is asking. ○ 2016 February 5: ProD with Miriam Miller (entire day) ○ 2016 May: <ul style="list-style-type: none"> ▪ NEW: first implementation of school-based created assessment, <i>APL – SEL 2016 Spring SRL Assessment (May 2016)</i> <ul style="list-style-type: none"> • This assessment was adapted from the Dalai Lama Centre for Peace and Education. http://www.dalailamacentre.org The Heart and Mind Index draws upon work done by the University of British Columbia's Early Developmental Instrument (EDI). The Heart and Mind Index extracts themes from the EDI to create specific descriptors around Social Emotional Learning. • Our staff have taken the domain of <i>Alert and Engaged</i> and adapted this domain with CASEL's <i>Self-Management</i> to create a rubric each K – 5 teacher has completed for each student in their class • In addition, our staff have taken the domain of <i>Calm and Secure</i> and adapted this domain with CASEL's <i>Self-Awareness</i> to create a rubric each K – 5 teacher has completed for each student in their class.
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	<ul style="list-style-type: none"> ○ Sept/Oct 2016: creation of Porter School Charter (RULER) <ul style="list-style-type: none"> ▪ NEW: The Charter is a collaborative document that helps schools establish supportive and productive learning environments. It is created by members of the community, outlining how they aspire to treat each other. Together, the community describes how they want to feel at school, the behaviours that foster those feelings, and guidelines for preventing and managing unwanted feelings and conflict. By working together to build the Charter, everyone establishes common goals and holds each other accountable for creating the positive climate they envision. ▪ NEW: analyze data from May 2016 assessment and discuss/decide what school-wide initiatives we can implement to address those areas we wish to assist students with improving upon ○ Sept 2016 – June 2017 <ul style="list-style-type: none"> ▪ NEW: monthly assemblies will have a portion dedicated to <i>Alert and Engaged</i> and/or <i>Calm and Secure</i> ▪ CONTINUE: Staff Meetings will have a portion of time dedicated to activities and/or discussions ▪ NEW: Collaboration Time will be provided ▪ NEW: after-school meeting time will be scheduled for those interested staff to review, discuss, share and plan ▪ CONTINUE: sharing with our parents by way of report-outs at PAC meetings; updates in our newsletters and websites
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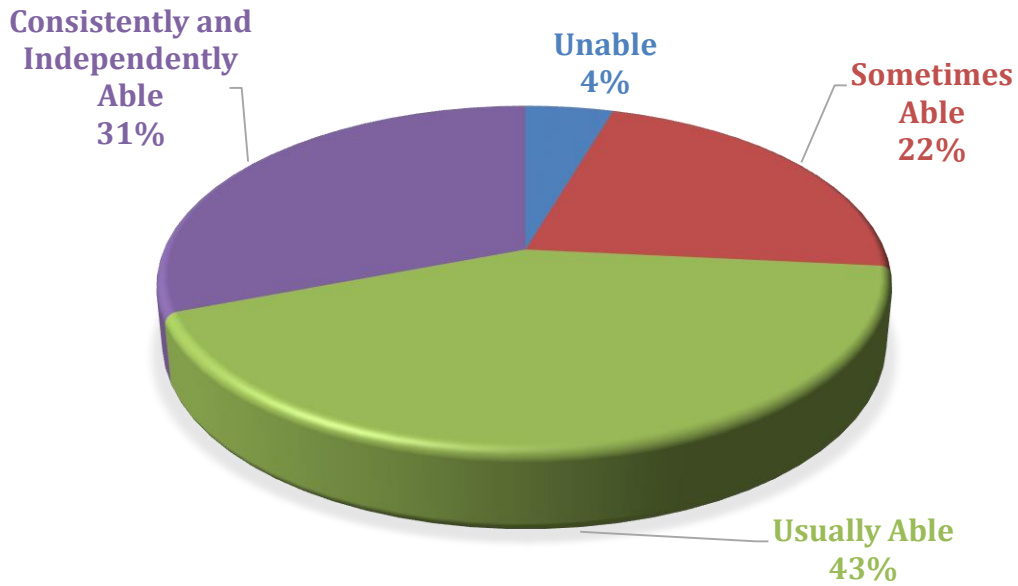
<p>Documentation of learning Key evidence of change</p> <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. 	<p>Documentation of Learning: How did your actions make a difference?</p> <ul style="list-style-type: none"> ▪ Staff just completed our first <i>APL – SEL 2016 Spring SRL Assessment (May 2016)</i> <ul style="list-style-type: none"> ○ To be decided: we are thinking about if we will re-assess at the 2016/2017 mid-year point ○ Re-assess Spring 2017 ○ This data will, hopefully, indicate what type of difference we are making <p>Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</p> <ol style="list-style-type: none"> 1. Year-end Spring assessment (possible mid-year assessment) 2. Work samples 3. Photos/video
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<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • 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? 	<p>How did you engage/share with parents, teachers, students & support staff in developing your APL?</p> <p>Parents: updates at PAC Meetings, newsletters and websites; Parent SEL Evening with Miriam Miller (Thurs Jan 21, 2016)</p> <p>Teachers and Support Staff: ProD with Miriam Miller (Fri Sept 25, 2015; Fri Feb 5, 2016; Wed Apr 13, 2016), Staff Meetings</p> <p>Students: we are thinking about how we might involve students; possibly, a grade appropriate self-assessment connected to teacher assessment</p>
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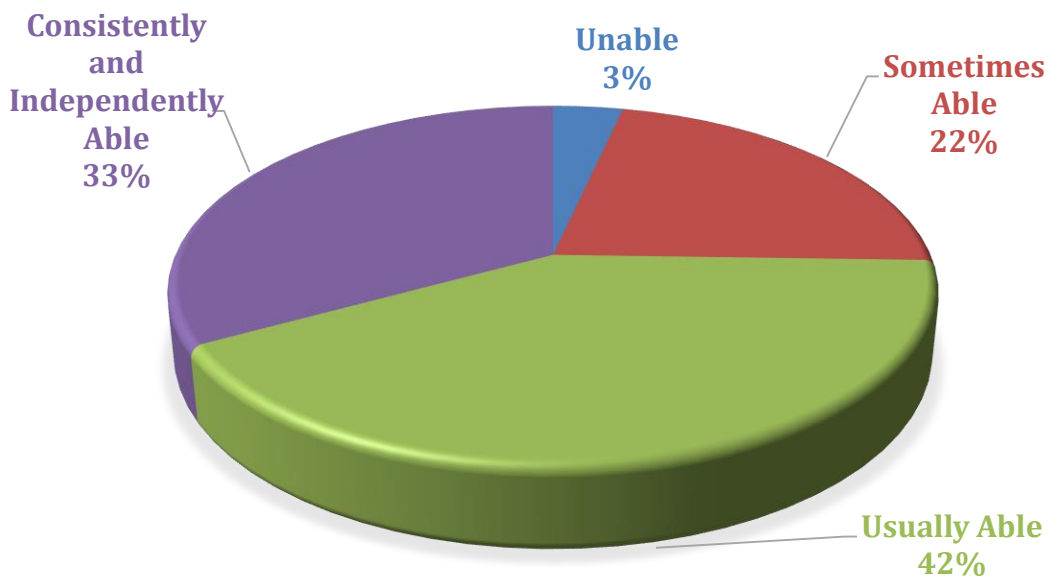
<p>Reflection Highlights</p> <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? <p style="text-align: center;">2016 May SEL Assessment Administrated</p> <p style="text-align: center;">RESULTS:</p> 	<p>Where are we now?</p> <ul style="list-style-type: none"> ▪ A wonderful and productive year working closely with Miriam Miller ▪ Identification of domains we wish to focus on: Self-Awareness (Calm and Secure) and Self-Management (Alert and Engaged) ▪ Assessment tool established (see attached rubric) <ul style="list-style-type: none"> <i>APL – SEL 2016 Spring SRL Assessment (May 2016)</i> <ul style="list-style-type: none"> ○ <i>Assessing Self-Awareness / Calm and Secure Rating Scale</i> ○ <i>Assessing Self-Management / Alert and Engaged Rating Scale</i> <p>Results:</p> <p>What are some patterns emerging?</p> <ul style="list-style-type: none"> ▪ <i>APL – SEL 2016 Spring SRL Assessment (May 2016)</i> ▪ As this is our first set of SEL data collected, there are no patterns identified ▪ With respect to: <ul style="list-style-type: none"> ○ Assessing Self-Awareness / Calm and Secure ○ Assessing Self-Management / Alert and Engaged <p>we do, however, want to decrease the percentage of students UNABLE and SOMETIMES ABLE and increase the percentage of students USUALLY ABLE and CONSISTENTLY AND INDEPENDENTLY ABLE</p> <p><u>We want to further explore / we wonder:</u></p> <ul style="list-style-type: none"> • What school-wide activities can we adopt to help teachers help students to better self-regulate <p><u>Academic Reflections:</u></p> <ul style="list-style-type: none"> • We look forward to our Spring 2017 Year-End SEL Assessment • We may implement a mid-year SEL assessment
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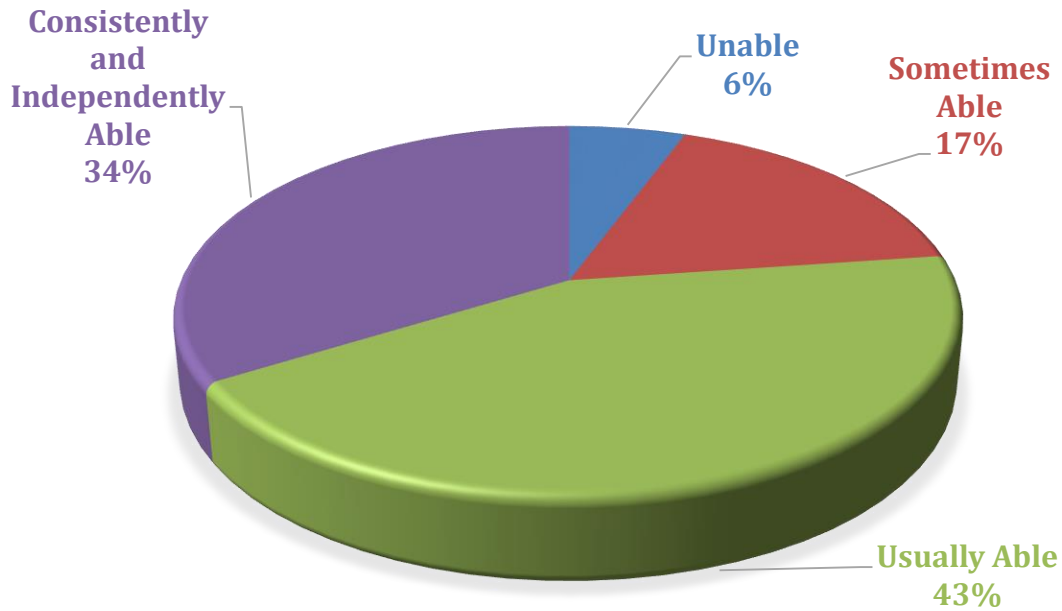
PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
SELF-AWARENESS/SECURE AND CALM
PERCENTAGE OF K-5 STUDENTS:
RECOGNIZING EMOTIONS
TOTAL # OF STUDENTS: 373



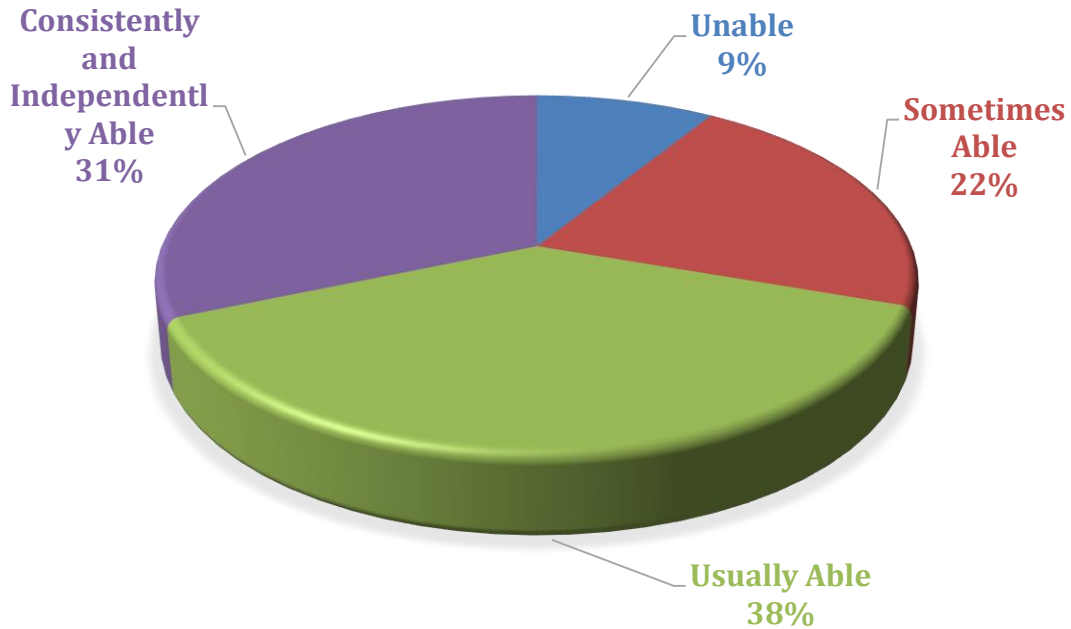
PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
SELF-AWARENESS/SECURE AND CALM
PERCENTAGE OF K-5 STUDENTS:
BEING CALM AND FEELING SECURE
TOTAL # OF STUDENTS: 373



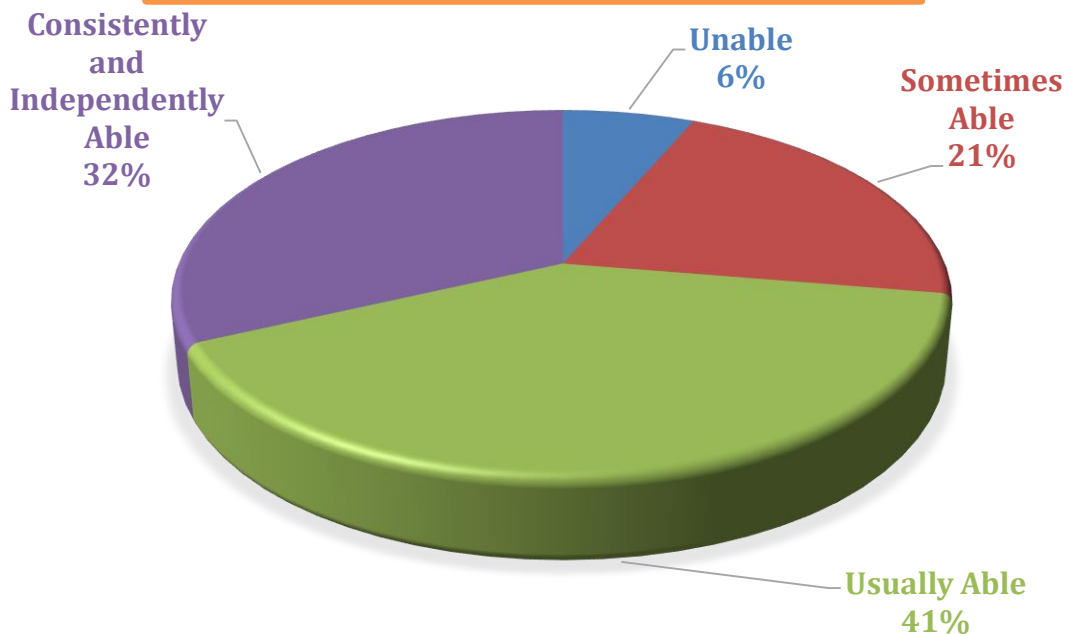
PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
SELF-AWARENESS/SECURE AND CALM
PERCENTAGE OF K-5 STUDENTS: BEING RESILIENT
TOTAL # OF STUDENTS: 373



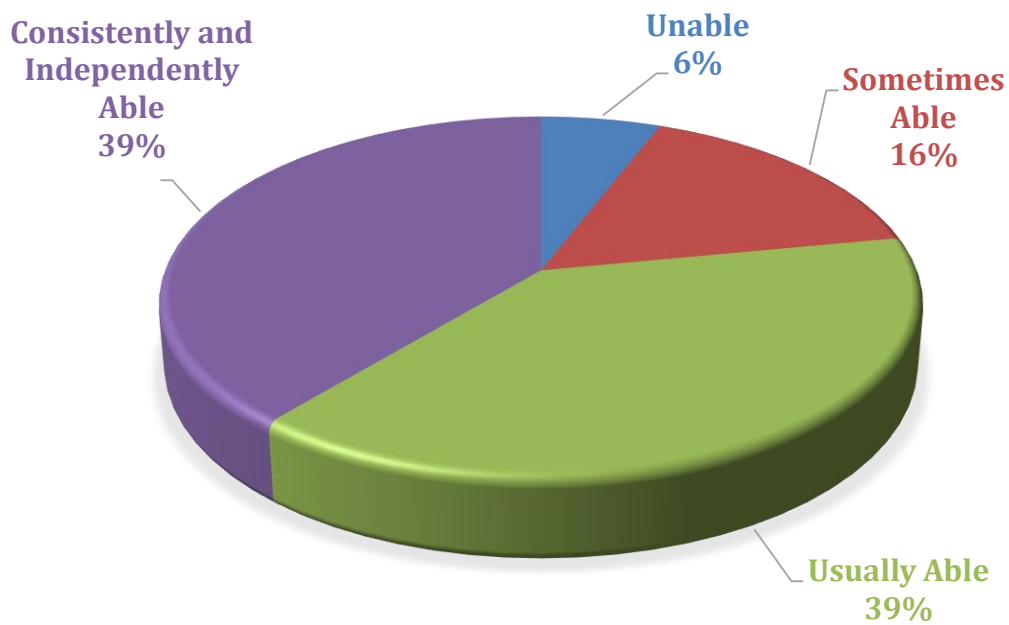
PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
SELF-MANAGEMENT/ALERT AND ENGAGED
PERCENTAGE OF K-5 STUDENTS:
ALERT AND FOCUSED
TOTAL # OF STUDENTS: 373



PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
SELF-MANAGEMENT/ALERT AND ENGAGED
PERCENTAGE OF K-5 STUDENTS:
REGULATING EMOTIONS
TOTAL # OF STUDENTS: 373



PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
SELF-MANAGEMENT/ALERT AND ENGAGED
PERCENTAGE OF K-5 STUDENTS:
DEMONSTRATING SELF-CONTROL
TOTAL # OF STUDENTS: 373



Porter Street Elementary Action Plan for Learning Literacy Data - May 2016

Classroom Assessment

Report for: Porter Street Elementary School

Kindergarten Oral Language, Shared Reading and Viewing and Writing

2015/2016 - Participation rate: 100%

at each level

	Beginning	Emerging	Developing	Applying
All Students	8	22	31	3
Female	4	8	21	1
Male	4	14	10	2
Aboriginal	MSK	MSK	MSK	MSK
EAL	6	6	1	-

n=64; Aboriginal n=2; EAL n=13

Note: All Students includes EAL and Aboriginal students

Kindergarten Oral Language, Shared Reading and Viewing and Writing

2014/2015 - Participation rate: 100%

at each level

	Beginning	Emerging	Developing	Applying
All Students	7	19	33	2
Female	4	14	11	1
Male	3	5	22	1
Aboriginal	MSK	MSK	MSK	MSK
EAL	4	2	2	-

n=61; Aboriginal n=2; EAL n=8

Note: All Students includes EAL and Aboriginal students

Grade 1 Reading

2015/2016 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	11	14	30	11
Female	4	7	14	3
Male	7	7	16	8
Aboriginal	MSK	MSK	MSK	MSK
EAL	3	1	1	-

n=66; Aboriginal n=4; EAL n=5

Note: All Students includes EAL and Aboriginal students

Grade 1 Reading

2014/2015 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	10	9	32	12
Female	7	2	16	7
Male	3	7	16	5
Aboriginal	1	-	4	1
EAL	6	1	4	-

n=63; Aboriginal n=6; EAL n=11

Note: All Students includes EAL and Aboriginal students

Grade 2 Writing

2015/2016 - Participation rate: 81%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	10	9	28	4
Female	6	4	17	3
Male	4	5	11	1
Aboriginal	1	2	4	-
EAL	1	2	1	1

n=51; Aboriginal n=7; EAL n=5

Note: All Students includes EAL and Aboriginal students

Grade 2 Writing

2014/2015 - Participation rate: 102% (59 Assessed – 58 Students)

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	10	15	27	7
Female	4	6	19	4
Male	6	9	8	3
Aboriginal	MSK	MSK	MSK	MSK
EAL	2	1	3	-

n=59; Aboriginal n=1; EAL n=6

Note: All Students includes EAL and Aboriginal students

Grade 3 Reading

2015/2016 - Participation rate: 60%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	-	5	16	14
Female	-	2	9	8
Male	-	3	7	6
Aboriginal	MSK	MSK	MSK	MSK
EAL	MSK	MSK	MSK	MSK

n=35; Aboriginal n=1; EAL n=0

Note: All Students includes EAL and Aboriginal students

Grade 3 Reading

2014/2015 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	3	17	32	10
Female	-	8	13	5
Male	3	9	19	5
Aboriginal	MSK	MSK	MSK	MSK
EAL	1	3	4	-

n=62; Aboriginal n=4; EAL n=8

Note: All Students includes EAL and Aboriginal students

Grade 3 Solving Problems in Peaceful Ways

2015/2016 - Participation rate: 71%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	2	3	28	8
Female	-	-	20	6
Male	2	3	8	2
Aboriginal	MSK	MSK	MSK	MSK
EAL	MSK	MSK	MSK	MSK

n=41; Aboriginal n=2; EAL n=4

Note: All Students includes EAL and Aboriginal students

Grade 3 Solving Problems in Peaceful Ways

2014/2015 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	3	15	38	6
Female	-	5	16	4
Male	3	10	22	2
Aboriginal	MSK	MSK	MSK	MSK
EAL	-	2	3	-

n=62; Aboriginal n=4; EAL n=5

Note: All Students includes EAL and Aboriginal students

Grade 5 Mathematics

2015/2016 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	2	11	33	11
Female	1	6	20	4
Male	1	5	13	7
Aboriginal	MSK	MSK	MSK	MSK
EAL	MSK	MSK	MSK	MSK

n=57; Aboriginal n=3; EAL n=1

Note: All Students includes EAL and Aboriginal students

Grade 5 Mathematics

2014/2015 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	3	19	32	12
Female	1	14	19	7
Male	2	5	13	5
Aboriginal	-	2	1	2
EAL	MSK	MSK	MSK	MSK

n=66; Aboriginal n=5; EAL n=1

Note: All Students includes EAL and Aboriginal students

Porter Street Elementary Action Plan for Learning Literacy Data - May 2016

School Assessment

Porter Street and SD43 (Coquitlam) District Literacy Belief:

Valuing teachers' judgments, while at the same time, providing the support and opportunities for learning is an effective and lasting approach; it increases capacity and changes practice

ENGLISH

Reading Comprehension Analysis & Summary of Progress of our English Grade 1 – 5 students:

PORTER ELEMENTARY - MAY 2016 LITERACY ASSESSMENT

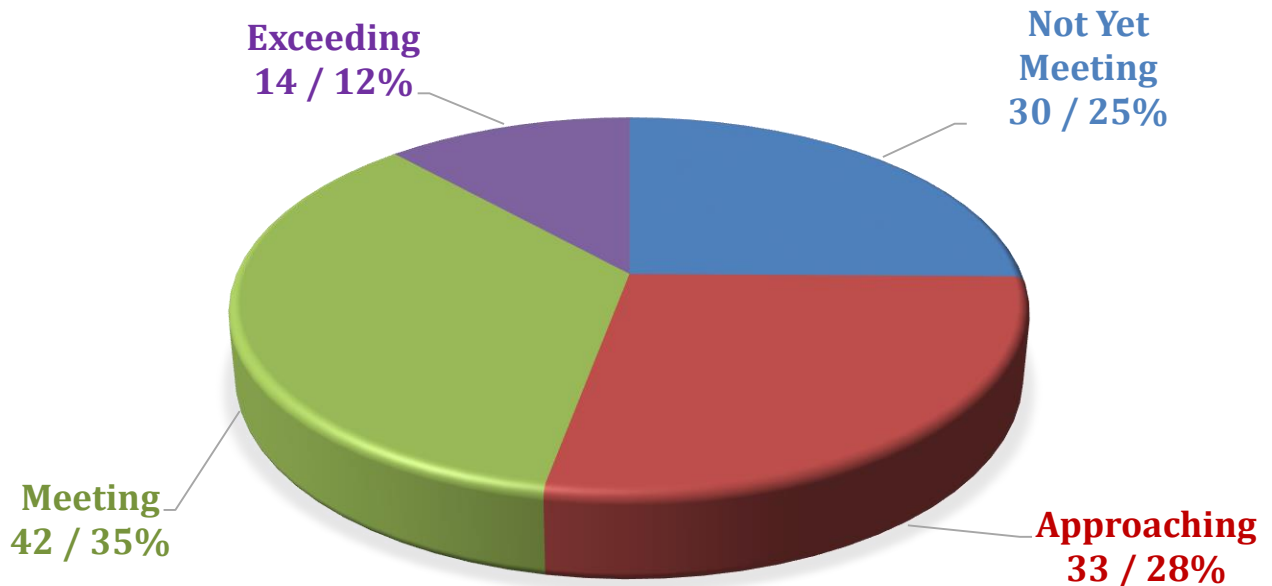
ENGLISH READING COMPREHENSION

(USING BC PERFORMANCE STANDARDS QUICK SCALE)

NUMBER / PERCENTAGE OF GRADES 1-5 STUDENTS:

**NOT YET MEETING, APPROACHING, MEETING, EXCEEDING
EXPECTATIONS**

TOTAL # OF STUDENTS: 119



ENGLISH (all Gr 1-5 students)	May 2015	May 2016	May 2017	% increase (+) decrease (-) over last year	% increase (+) decrease (-) over last 2 years
Approaching or better	97/117=83%	89/119=75%			
Meeting or better	68/117=58%	56/119=47%			

ENGLISH (female)	May 2015	May 2016	May 2017	% increase (+) decrease (-) over last year	% increase (+) decrease (-) over last 2 years
Approaching or better	53/64=83%	44/57=77%			
Meeting or better	39/64=61%	32/57=56%			

ENGLISH (male)	May 2015	May 2016	May 2017	% increase (+) decrease (-) over last year	% increase (+) decrease (-) over last 2 years
Approaching or better	44/53=83%	45/62=73%			
Meeting or better	29/53=55%	24/62=39%			

FRENCH IMMERSION

Reading Comprehension Analysis & Summary of Progress of our French Immersion Grade 1 – 5 students:

PORTER ELEMENTARY - MAY 2016 LITERACY ASSESSMENT

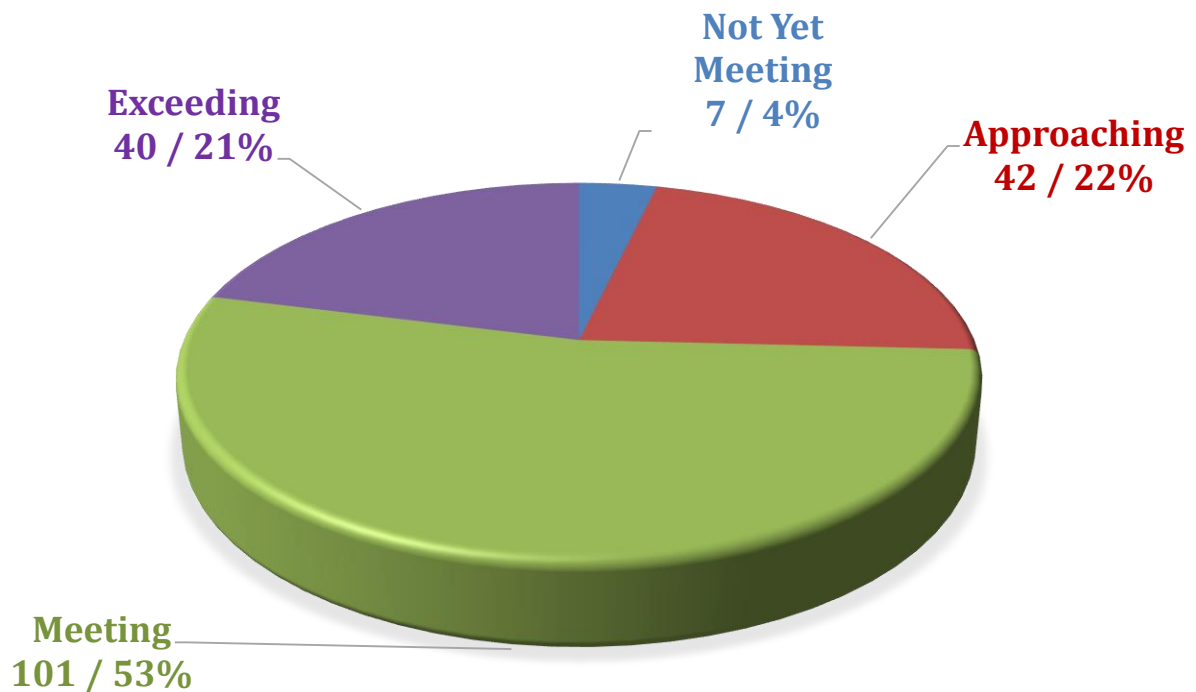
FRENCH IMMERSION READING COMPREHENSION

(USING BC PERFORMANCE STANDARDS QUICK SCALE)

NUMBER / PERCENTAGE OF GRADES 1-5 STUDENTS:

NOT YET MEETING, APPROACHING, MEETING, EXCEEDING EXPECTATIONS

TOTAL # OF STUDENTS



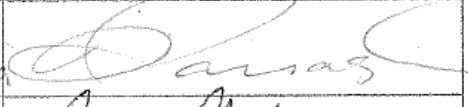
FrImm (all Gr 1-5 students)	May 2015	May 2016	May 2017	% increase (+) decrease (-) over last year	% increase (+) decrease (-) over last 2 years
Approaching or better	195/197=98%	183/190=96%			
Meeting or better	160/197=81%	141/190=74%			

Frlmm (female)	May 2015	May 2016	May 2017	% increase (+) decrease (-) over last year	% increase (+) decrease (-) over last 2 years
Approaching or better	101/103=98%	93/98=95%			
Meeting or better	86/103=84%	74/98=76%			

Frlmm (male)	May 2015	May 2016	May 2017	% increase (+) decrease (-) over last year	% increase (+) decrease (-) over last 2 years
Approaching or better	90/91=99%	90/92=98%			
Meeting or better	73/91=80%	67/92=73%			

Signatures

School Name: Porter Elem	School Goal: Social Emotional Learning	School Year: 2016/2017
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Title	Name	Signature
Principal	Derek Passaglia	
Assistant Superintendent	CAREY CHUTE	