

Action Plan for Learning

	School Name: Porter Elementary School
	School Goal: Social Emotional Learning
	School Year: 2021-2022

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 Street 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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References and sources to support actions	<ul style="list-style-type: none"> ● Self-Regulation Resources - SD43 Learning Services website ● 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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Backup Documentation	<ul style="list-style-type: none"> ● Additional staffing allocated to support teachers/students with our School Goal. ● Observations documented from the teacher.
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<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>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>Highlights of Our Journey:</p> <ul style="list-style-type: none"> ● Professional Learning: ● workshop with Miriam Miller; explored definition of SEL and CASEL Social and Emotional Core Competencies
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• How will we monitor progress and adjust actions?

- Identified SEL Core Competencies of Self-Management and Self-Awareness as specific areas we would like to focus on for 2015/2016 and beyond
 - 2016 January: *What is Social-Emotional Learning? A Parent Information Evening with Miriam Miller*

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 practice? These are some of the questions our staff is asking
 - 2016 May:
 - first implementation of school-based created assessment, *APL – SEL 2016 Spring SRL Assessment (May 2016)*
 - We 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 *Alert and Engaged* and adapted this domain with CASEL's *Self-Management* 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 *Calm and Secure* and adapted this domain with CASEL's *Self-Awareness* to create a rubric each K – 5 teacher has completed for each student in their class
 - monthly assemblies will have a portion dedicated to *Alert and Engaged* and/or *Calm and Secure*
 - Staff Meetings will have a portion of time dedicated to activities and/or discussions
 - Collaboration Time provided
 - after-school meeting time will be scheduled for those interested staff to review, discuss, share and plan
 - daily Morning PA Announcement inclusion of SEL Messages
 - Introduction of School Goal – Self-Regulated Learning
 - Calming Strategies
 - Core Competencies
 - Impulse Control Strategies
 - Anger Control Strategies
 - Optimism
 - visual reminders on bulletin boards
 - encourage teachers to be trained with RULER; a number of us have completed this training
 - each enrolling teacher and our LST have committed to learning about and implementing one or more SRL strategies on an ongoing year-round basis
 - Examples include:
 - Zones of Regulation
 - How fast is your motor running?
 - Classroom Design
 - Proprioceptive Strategies
 - Fidget materials
 - Creation of SRL Toolbox
- New this year, we did a SEL assessment twice (Dec. and May). This was completed twice for several reasons:
 - Due to Covid, we were unable to complete the Spring SEL Assessment.
 - To establish a baseline.

	<p>Our staff has just completed our May 2021 SEL assessment; we will be reviewing and discussing the results next Fall 2021; we will discuss our results in each of the six domains; we will discuss next steps (adjusting our practice)</p> <ul style="list-style-type: none"> • Additional staffing allocated to support teachers/students with our School Goal.
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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 fourth annual <i>APL – SEL Spring SRL Assessment (May 2021)</i> <ul style="list-style-type: none"> ○ Staff time and focus this past 2020-2021 school year continued on the new curriculum, new reporting template, student self-assessments and, therefore, continuing with what we established for our 2016-2017 APL ○ 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. December Assessment to Establish a Baseline and Year-end Spring 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>Parents: updates at PAC Meetings, newsletters and websites, bulletin boards (photo evidence; language of; examples of strategies in a student's 'tool kit')</p> <p>Teachers and Support Staff: ProD, Collaboration Time, Staff Meetings, after school meetings, district workshops and in-service</p> <p>Students: adding to a student's <i>SRL tool kit</i>; photo-evidence of students using SRL strategies; students presenting at assemblies</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? 	<p>Where are we now?</p> <ul style="list-style-type: none"> ▪ another wonderful and productive year ▪ completed fourth year with 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 Spring SRL Assessment (May 2019)</i> <ul style="list-style-type: none"> ○ <i>Assessing Self-Awareness / Calm and Secure Rating Scale</i>
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• How does this inform potential next steps?

**2021 May
SEL Assessment
RESULTS:**



○ *Assessing Self-Management / Alert and Engaged Rating Scale*

Results:

What are some patterns emerging?

- APL – SEL Spring SRL Assessment (May 2021) results just below
 - Two assessments completed this year (Dec. and May)
 - With respect to:
 - Assessing Self-Awareness / Calm and Secure
 - Assessing Self-Management / Alert and Engaged
- 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

We want to further explore / we wonder:

- To continue both classroom and school-wide activities to assist teachers help students to better self-regulate?

Academic Reflections:

- We are wondering if the work we are doing with our students in the area of SEL is helping them be more successful with their learning.

SEL Assessment Sample

Action Plan for Learning (APL) – Social Emotional Learning
2021 Spring SRL Assessment (May 2021)



SUMMARY FORM

Assessing Self-Management / Alert and Engaged Rating Scale

NB: IF YOU TEACH A BLEND YOU MUST COMPLETE 2 OF THESE SHEETS

Teacher: _____ Grade: _____ Div: _____

	Unable	Sometimes Able	Usually Able	Consistently and Independently Able	Number of students
Staying Alert and Focused includes concentrating attention and being 'present'	is unable to stay focused and alert	is sometimes able to stay focused and alert	is usually able to stay focused and alert	is consistently and independently able to stay focused and alert	Should ADD up to the total number of students in that grade in your class ↓
TOTALS:					
Regulating Emotions includes staying calm, managing stress, motivating yourself, persevering when faced with <u>obstacles</u>	is unable to manage and direct own feelings, <u>þþq4þþ1</u> and behaviour	is sometimes able to manage and direct own feelings, <u>þþq4þþ1</u> and behaviour	is usually able to manage and direct own feelings, <u>þþq4þþ1</u> and behaviour	is consistently and independently able to manage and direct own feelings, <u>þþq4þþ1</u> and behaviour	Should ADD up to the total number of students in that grade in your class ↓
TOTALS:					
Demonstrating Self-Control includes controlling impulses, slowing <u>þþq4þþ1</u> and thinking before acting, holding yourself back, waiting for your turn	is unable to demonstrate self-control	is sometimes able to demonstrate <u>self-control</u>	is usually able to demonstrate <u>self-control</u>	is consistently and independently able to demonstrate self-control	Should ADD up to the total number of students in that grade in your class ↓
TOTALS:					

Action Plan for Learning (APL) – Social Emotional Learning
2021 Spring SRL Assessment (May 2021)






SUMMARY FORM

Assessing Self-Awareness / Calm and Secure Rating Scale

NB: IF YOU TEACH A BLEND YOU MUST COMPLETE 2 OF THESE SHEETS

Teacher: _____ Grade: _____ Div: _____

	Unable	Sometimes Able	Usually Able	Consistently and Independently Able	Number of students
Recognizing Emotions Includes accurately recognizing your own emotions and thoughts, and their influence on your behaviour and attitudes.	Is unable to recognize one's emotions . Is unable to recognize the link between one's emotions and behaviour.	Is sometimes able to recognize one's emotions . Is sometimes able to recognize the link between one's emotions and behaviour.	Is usually able to recognize one's emotions . Is usually able to recognize the link between one's emotions and behaviour.	Is consistently and independently able to recognize one's emotions . Is consistently and independently able to recognize the link between one's emotions and behaviour.	Should ADD up to the total number of students in that grade in your class 
TOTALS:					
Being Calm and Feeling Secure Includes taking part in daily activities without being overwhelmed by worry, fear or sadness, taking pleasure in everyday activities, and being able to call on inner resources to calm yourself. Link to resources	Is unable to demonstrate the qualities of being calm and feeling secure.	Is sometimes able to demonstrate the qualities of being calm and feeling secure.	Is usually able to demonstrate the qualities of being calm and feeling secure.	Is consistently and independently able to demonstrate the qualities of being calm and feeling secure.	Should ADD up to the total number of students in that grade in your class 
TOTALS:					
Being Resilient Includes coping with stress, bouncing back from difficulties, and having a well-grounded sense of confidence and optimism .	Is unable to demonstrate resilience.	Is sometimes able to demonstrate resilience.	Is usually able to demonstrate resilience.	Is consistently and independently able to demonstrate resilience.	Should ADD up to the total number of students in that grade in your class 
TOTALS:					

Dec-20

Category	Grade	Unable	Sometimes Able	Usually Able	Consistently and Independently Able	Total:
Self-Awareness/Secure and Calm Recognizing Emotions	5	0	8	41	11	60
Self-Awareness/Secure and Calm Recognizing Emotions	4	0	15	37	5	57
Self-Awareness/Secure and Calm Recognizing Emotions	3	1	10	17	21	49
Self-Awareness/Secure and Calm Recognizing Emotions	2	2	13	21	16	52
Self-Awareness/Secure and Calm Recognizing Emotions	1	5	15	29	12	61
Self-Awareness/Secure and Calm Recognizing Emotions	K	0	11	20	11	42
	Total:	8	72	165	76	321
					321	

May-21

Category	Grade	Unable	Sometimes Able	Usually Able	Consistently and Independently Able	Total:
Self-Awareness/Secure and Calm Recognizing Emotions	5	0	10	33	19	62
Self-Awareness/Secure and Calm Recognizing Emotions	4	0	20	34	7	61
Self-Awareness/Secure and Calm Recognizing Emotions	3	0	10	11	29	50
Self-Awareness/Secure and Calm Recognizing Emotions	2	1	13	14	28	56
Self-Awareness/Secure and Calm Recognizing Emotions	1	1	12	20	28	61
Self-Awareness/Secure and Calm Recognizing Emotions	K	0	9	23	13	45
	Total:	2	74	135	124	335
					335	

Dec. 2020

Category	Grade	Unable	Sometimes Able	Usually Able	Consistently and Independently Able	Total:
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	5	0	10	40	10	60
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	4	0	18	31	8	57
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	3	0	9	20	20	49
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	2	2	14	25	11	52
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	1	4	16	30	11	61
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	K	0	9	28	5	42
	Total:	6	76	174	65	321
					321	

May-21

Category	Grade	Unable	Sometimes Able	Usually Able	Consistently and Independently Able	Total:
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	5	0	12	36	14	62
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	4	0	17	36	8	61
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	3	0	9	19	22	50
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	2	1	11	20	23	55
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	1	2	9	24	26	61
Self-Awareness/Secure and Calm Being Calm And Feeling Secure	K	0	7	31	7	45
	Total:	3	65	166	100	334
					334	

Dec. 2020

Category	Grade	Unable	Sometimes Able	Usually Able	Consistently and Independently Able	Total:
Self-Awareness/Secure and Calm Being Resilient	5	1	9	39	11	60
Self-Awareness/Secure and Calm Being Resilient	4	0	19	30	8	57
Self-Awareness/Secure and Calm Being Resilient	3	0	14	20	15	49
Self-Awareness/Secure and Calm Being Resilient	2	3	12	23	14	52
Self-Awareness/Secure and Calm Being Resilient	1	5	18	15	14	52
Self-Awareness/Secure and Calm Being Resilient	K	0	9	29	4	42
Total:		9	81	156	66	312
					312	

May-21

Category	Grade	Unable	Sometimes Able	Usually Able	Consistently and Independently Able	Total:
Self-Awareness/Secure and Calm Being Resilient	5	1	13	38	10	62
Self-Awareness/Secure and Calm Being Resilient	4	0	15	36	10	61
Self-Awareness/Secure and Calm Being Resilient	3	0	10	13	26	49
Self-Awareness/Secure and Calm Being Resilient	2	3	11	16	26	56
Self-Awareness/Secure and Calm Being Resilient	1	2	14	17	28	61
Self-Awareness/Secure and Calm Being Resilient	K	0	10	28	7	45
Total:		6	73	148	107	334
					334	

Literacy Data (2020-2021)

FSA

Report for: Porter Street Elementary School

Foundation Skills Assessment

04343053 - Ecole Porter Street Elementary - Writers Only

Grade 4 - 2020/21

Reading	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
	Writers Only	61	90.2	9	16.4	37	67.3	9
Female	39	89.7	4	11.4	24	68.6	7	20
Male	22	90.9	5	25	13	65	2	10
Indigenous	2	100	0	0	2	100	0	0
ELL	10	100	5	50	4	40	1	10
Diverse Needs*	11	81.8	2	22.2	5	55.6	2	22.2

Writing	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
	Writers Only	61	86.9	5	9.4	47	88.7	1
Female	39	84.6	2	6.1	30	90.9	1	3
Male	22	90.9	3	15	17	85	0	0
Indigenous	2	100	0	0	2	100	0	0
ELL	10	80	2	25	5	62.5	1	12.5
Diverse Needs*	11	81.8	3	33.3	5	55.6	1	11.1

Numeracy	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
	Writers Only	61	90.2	16	29.1	36	65.5	3
Female	39	89.7	8	22.9	26	74.3	1	2.9
Male	22	90.9	8	40	10	50	2	10
Indigenous	2	100	1	50	1	50	0	0
ELL	10	100	4	40	5	50	1	10
Diverse Needs*	11	81.8	3	33.3	5	55.6	1	11.1

Exceeding
 Meeting
 Not Yet Meeting

*Note: Diverse Needs includes all students identified in all 12 categories

Grade 4 Writing		Participation Rate		Emerging		On Track		Extending	
School Year	#	%	#	%	#	%	#	%	
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	64	79.7	2	3.9	49	96.1	0	0
	2018/19	66	86.4	6	10.5	51	89.5	0	0
	2019/20	62	80.6	2	4	44	88	4	8
	2020/21	61	86.9	5	9.4	47	88.7	1	1.9
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	33	81.8	0	0	27	100	0	0
	2018/19	26	92.9	2	7.7	24	92.3	0	0
	2019/20	26	76.6	1	4.5	17	77.3	4	18.2
	2020/21	39	84.6	2	6.1	30	90.9	1	3
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	31	77.4	2	6.3	22	91.7	0	0
	2018/19	38	81.6	4	12.9	27	87.1	0	0
	2019/20	34	82.4	1	3.6	27	96.4	0	0
	2020/21	22	90.9	3	15	17	85	0	0
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	6	83.3	0	0	5	100	0	0
	2018/19	4	100	0	0	4	100	0	0
	2019/20	2	100	0	0	2	100	0	0
	2020/21	2	100	0	0	2	100	0	0
English Language Learner (ELL)	2016/17	-	-	-	-	-	-	-	-
	2017/18	5	80	0	0	4	100	0	0
	2018/19	5	80	0	0	4	100	0	0
	2019/20	8	62.5	0	0	5	100	0	0
	2020/21	10	80	2	25	5	62.5	1	12.5
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	11	63.6	0	0	7	100	0	0
	2018/19	13	61.5	0	0	8	100	0	0
	2019/20	13	76.9	1	10	8	80	1	10
	2020/21	11	81.8	3	33.3	5	55.6	1	11.1

Grade 4 Reading


	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	64	84.4	14	25.9	35	64.8	5	9.3
	2018/19	66	87.9	14	24.1	38	65.5	6	10.3
	2019/20	62	85.5	5	9.4	41	77.4	7	13.2
	2020/21	61	90.2	9	16.4	37	67.3	9	16.4
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	33	81.8	3	11.1	20	74.1	4	14.8
	2018/19	28	92.9	5	19.2	18	69.2	3	11.5
	2019/20	28	85.7	1	4.2	16	66.7	7	29.2
	2020/21	39	89.7	4	11.4	24	68.6	7	20
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	31	87.1	11	40.7	15	55.6	1	3.7
	2018/19	38	84.2	9	28.1	20	62.5	3	9.4
	2019/20	34	85.3	4	13.8	25	86.2	0	0
	2020/21	22	90.9	5	25	13	65	2	10
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	6	83.3	1	20	2	40	2	40
	2018/19	4	100	0	0	3	75	1	25
	2019/20	2	100	0	0	2	100	0	0
	2020/21	2	100	0	0	2	100	0	0
English Language Learner (ELL)	2016/17	-	-	-	-	-	-	-	-
	2017/18	5	80	2	50	2	50	0	0
	2018/19	5	100	2	40	2	40	1	20
	2019/20	8	75	1	16.7	5	83.3	0	0
	2020/21	10	100	5	50	4	40	1	10
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	11	63.6	2	28.6	4	57.1	1	14.3
	2018/19	13	69.2	1	11.1	6	66.7	2	22.2
	2019/20	13	76.9	0	0	9	90	1	10
	2020/21	11	81.8	2	22.2	5	55.6	2	22.2

Grade 4 - 2020/21

Reading	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
	Writers Only	61	90.2	9	16.4	37	67.3	9
Female	39	89.7	4	11.4	24	68.6	7	20
Male	22	90.9	5	25	13	65	2	10
Indigenous	2	100	0	0	2	100	0	0
ELL	10	100	5	50	4	40	1	10
Diverse Needs*	11	81.8	2	22.2	5	55.6	2	22.2

Writing	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
	Writers Only	61	86.9	5	9.4	47	88.7	1
Female	39	84.6	2	6.1	30	90.9	1	3
Male	22	90.9	3	15	17	85	0	0
Indigenous	2	100	0	0	2	100	0	0
ELL	10	80	2	25	5	62.5	1	12.5
Diverse Needs*	11	81.8	3	33.3	5	55.6	1	11.1

Numeracy	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
	Writers Only	61	90.2	16	29.1	36	65.5	3
Female	39	89.7	8	22.9	26	74.3	1	2.9
Male	22	90.9	8	40	10	50	2	10
Indigenous	2	100	1	50	1	50	0	0
ELL	10	100	4	40	5	50	1	10
Diverse Needs*	11	81.8	3	33.3	5	55.6	1	11.1

 Not Yet Meeting

 Meeting


 Exceeding

**Spring 2021
Context**

- We are carrying over our goal of Social Emotional Learning to next year.
- **Our Hope for Next School Year:**
 - Continue with our Social Emotional Learning Goal
 - Have conversations with staff regarding an Academic Goal
 - Excited to include a goal on Equity
 - Have conversations with staff regarding ways to collect information/data about their previous students (if possible)
 - Include Social Emotional Learning and Growth Mindset information in our daily announcements
 - Make a concerted effort to make our school goal known to our whole community (students, parents, staff, extended community)
 - Continue our teachings on the Core Competencies and make more direct connections to Social Emotional Learning
 - Use our collaborative time to do some school-wide lessons on Social Emotional Learning
 - Engage staff in conversations about APL

Signatures

School Name: Porter Street	School Goal: Social Emotional Learning	School Year: For 2021-2022
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Title	Name	Signature
Principal	Ashif Jiwa	
Assistant Superintendent	Carey Chute	