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| **Action Plan for Learning** | |
|  | **School Name: Westwood Elementary** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2018-2019** |

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| Goal / Inquiry  Student learning | Increase Student Social Emotional Learning capabilities.  *How might the introduction of a targeted, intentional school-wide SEL programme improve student self-regulation and reduce the number of negative interactions between students in the school and community?* |

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| Rationale  1-3 reasons for choosing goal | 1. Teachers identified a high need for supporting students in self-regulation and social emotional learning throughout 2017-2018 and wish to continue to support students in the 2018-2019 school year. 2. Westwood is high on the vulnerability index (third highest in the district) 3. There have been incidents involving negative interactions between students that have indicated a greater need to have SEL infused within school culture |

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| References and sources to support actions | 1. CHEQ pilot report 2. EDI 2015/2016 report 3. MDI 2017 report 4. District IST, Staff and Admin feedback on issues relating to student behaviour |
| Backup Documentation | **Learning Services Team class meetings; CHEQ report; EDI report; MDI report;** |

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| Planned Actions  Continuing practices working well (1-3)   * 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? | 1. Continue to use and bring to whole school the Zones of Regulation program 2. Continue to use Power Up in the morning. 3. Use monthly parent newsletter to promote the SEL program and celebrate our responsibility program. 4. Monitor progress through reduced negative interactions/issues on the playground during recess/lunch. 5. Monitor progress through reduced ‘red hand’ and classroom interruptions due to better emotional understanding by students and staff 6. Elaborate on the Regulation Room with use of EA/Learning Support Teachers and scheduling of use with vulnerable students and expand to whole school 7. Scheduling of EA, Learning Support Teachers to create opportunities for breakfast program enhancement, recess and lunch supervision and activities |
| Backup Documentation |  |

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| Documentation of learning  Key evidence of change   * 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. | This past year, we implemented a successful breakfast program, which not only gave nutrition to our vulnerable students but gave an opportunity for ‘check ins’ at the beginning of the day.  We also started the power up in the morning for whole school exercise. This has been embraced by staff. |
| Backup Documentation |  |

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| School Community Engagement Process   * 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? | 1. Consultations with teachers during class reviews 2. Conversations with staff during monthly staff meetings. 3. Introduce and celebrate success with parents through newsletters, weekly emails 4. Celebrate successes through PAC meetings |
| Backup Documentation |  |

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| Reflection Highlights   * 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? | Currently, the regulation room is being used by a small group of our students. This is going well and needs to grow to include more students next year. Reports from teachers and EA’s is that it is working well.  Zones has just started in most classrooms and starting next year, will be in all classrooms with specific language tied to the Strong Start week in September to start off the year. |
| Backup Documentation |  |

**(Delete this section if Literacy is your main goal)**

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| **Literacy Data**  Attach the following:   * Classroom Assessment * School Assessment * FSA results | **Classroom Assessment coming soon.**  **FSA data shows that work around literacy, especially reading and writing, is necessary to continue with reading groups, Lexia and targeted learning services** |

Signatures

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| School Name: Westwood Elementary | School Goal: Social Emotional Learning | School Year: 2018 |

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| Title | Name | Signature |
| Principal | **Bryn Williams** |  |
| Assistant Superintendent | **Robert Zambrano** |  |

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| Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here | [N:\APL Westwood 2018.docx](file:///N:/APL%20Westwood%202018.docx) |