

Action Plan for Learning



School Name: École Westwood Elementary

School Goal: Social Emotional Learning

School Year: 2020-2021

Goal / Inquiry Student learning	Improve Student Social Emotional Learning and Self-Regulation capabilities. <i>How might the continuation 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, particularly in the time of COVID-19?</i>
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Rationale 1-3 reasons for choosing goal	<ol style="list-style-type: none"> 1. Teachers identified a high need for supporting students in self-regulation and social emotional learning throughout 2019-2020 and wish to continue to support students in the 2020-2021 school year. 2. Westwood is high on the vulnerability index (with 11.6% of the school population; 3rd highest school in the district) 3. Based on EDI and MDI reports, social competence in our students is lower than the district and provincial average 4. With the pandemic, the staff feel that creating an atmosphere of community and support, particularly around mental health and social emotion well-being will be important in the upcoming school year.
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References and sources to support actions	<ol style="list-style-type: none"> 1. CheQ, EDI and MDI data from 2018-2019.2019-2020 2. Use of current Self Regulation Classroom has shown marked reduction of negative student interactions. 3. Use of new Sensory Pathway has increased student on task behaviour
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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: <ol style="list-style-type: none"> 1. Self Regulation Classroom 2. Sensory Wall and Sensory Pathway 3. Zones of Regulation 4. Continued 'instructional time/eating time' for teachers to reach out to students around mental and physical wellness. Change of Practice: <ol style="list-style-type: none"> 1. Increase opportunities for sensory pathways throughout the school 2. Introduce the talking circles and opportunities for students to talk about their feelings. Supporting Staff: <ol style="list-style-type: none"> 1. Training for new staff on Social Emotional Classroom, resources provided for staff, consistent mentions in staff meetings 2. Provide support for teachers around trauma-informed learning Parents:
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	<ol style="list-style-type: none"> 1. Continued and consistent messaging to parents through normal communication from school and classroom. 2. Conversations with PAC <p>Students:</p> <ol style="list-style-type: none"> 1. Consistent messaging during morning announcements 2. Increase in opportunities for student leadership and modelling <p>Monitor:</p> <ol style="list-style-type: none"> 1. Continued collection of data from “problem solvers” and office and counselling ‘referrals’. 2. Staff conversations in staff meetings 3. MDI, EDI and ChEQ results to compare from previous years around social emotional learning
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<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 learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. 	<ol style="list-style-type: none"> 1. Use surveys such as ChEQ, EDI and MDI results to monitor the progress around social emotional learning and self-regulation. 2. Use classroom referrals around discipline to determine whether the use of Self-Regulation and Social Emotional Learning reduces the number over time. 3. With the support of the counsellor, provide a tracking document (anonymous) around supports for mental health and trauma-informed teaching
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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>Deeper conversations with Staff during staff meetings and informally during interactions in staff room, office and classroom. Continued support during LST meetings.</p> <p>For parents, conversations during PAC meetings and through weekly newsletter. From these discussions, the APL will be shared at June Staff Meeting and PAC meeting and in September.</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>We have been working on the social-emotional learning of our school community through the use of our Self-Regulation Classroom, Zones of Regulation and through consistent use of the language in classrooms and in discussions.</p> <p>This year we have moved our Self-Regulation classroom from the multipurpose room to a space that was occupied by the educational assistants. This provides a more convenient and accessible space that is dedicated to self regulation. The new set up was supported through district and school resources and will start in October with our more vulnerable learners to start.</p> <p>Our sensory pathway continues to be used by all learners, with support and guidance from our student services team. We will also use the opportunity of the new asphalt play areas to create two outside sensory pathways.</p> <p>We found that the sensory pathways (we have two hallway spaces) increased the regulation of students and helped move them into the green zone for improved learning opportunities. We are hopeful that by continuing with the two inside pathways and the two new outdoor pathways that students will begin to use these spaces when they feel they need it. This encourages self-advocacy.</p>
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(Delete this section if Literacy is your main goal)

<p>Literacy Data Attach the following:</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	<p>FSA 2018 (on track/extending): Numeracy (61%); Writing (78%); Reading (89%)</p> <p>FSA 2019 (on track/extending): Numeracy (40%); Writing (64%); Reading (68%)</p> <p>FSA 2020 (on track/extending): Numeracy (87%); Writing (96%); Reading (65%)</p>
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Signatures

School Name: Ecole Westwood Elementary	School Goal: Social Emotional Learning	School Year: 2020-2021
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Title	Name	Signature
Principal	Bryn Williams	
Assistant Superintendent	Robert Zambrano	

**Print this page, have it signed by Principal &
Assistant Superintendent, scan it and attach it here**