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| **Action Plan for Learning** | |
|  | **School Name: Anmore Elementary** |
| **School Context Link:** |
| **School Goal: Other: Social Emotional Learning** |
| **School Year: 2021 - 2022** |

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| Goal / Inquiry  Student learning | This is the second year of our social emotional learning school goal for our school community. We have worked to establish classroom charters, weekly learning commons time, professional development time, investment in teacher/admin/counselling check – ins with students to support our social emotional learning goal and all classroom and support teachers have seen noticeable improvement from students in this area.  With the pandemic crisis that our education system has faced over the past 16 months and with structural uncertainties ahead we, as a teaching staff, thought it best to continue our focus on Social Emotional Learning. For 2021-2022 we will continue to provide opportunities for our students to practice skills on how to recognize and manage feelings, cope with adversities and manage conflict in positive ways. |

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| Rationale  1-3 reasons for choosing goal | * We believe a school wide approach to Social Emotional Learning will lead to calmer and less anxious students. * Continued Ministry and district encouragement of professional focus upon supports for Social Emotional Learning * Social Emotional proficiencies matter and it is a specified component of formally reporting on student progress |

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| References and sources to support actions | * Use of elements of the Ruler Approach to support growth of this goal area – specifically classroom charters * Use of zones of regulation to support growth of this goal area |
| Backup Documentation | * SD43 *Learning Services* department focus and support of professional learning about Social Emotional Learning |

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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? | * Implement and adoption of classroom charters with input from all learners in each class. Revisit and update these charters throughout the school year. Communicate the purpose and rationale of the classroom charters to parents. Review resources (*see above)* experiment with some of the suggested strategies * Document results through collection of teacher qualitative data statements * Establishment of Social Emotional vulnerable learner list through school-based team. Supports in place from counselor, student services, admin, and classroom teachers to support these learners. * Support through district focus days and school based professional development days * Adapted school schedule for some students * Continued implementation of school sensory room * Small group and individual counselling sessions |
| 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. | Please note: the following is qualitative data collection from teachers based on our goal from 2020-2021. Every teacher engaged in multiple intentional actions to support our school goal.  Question #1 – What structures or strategies have you implemented in your classroom to help students recognize and manage feelings and cope with adversities.  Ms. Hendriks   * Classroom charter and growth mindset * Self-regulation – raise hand to say something, hands are still ears are listening, eyes are looking, lips are zipped * Role playing – problems and solutions * Self-reflection after group activities – what worked well, what were the problems how can we resolve it, * How’s my effort – reflecting on one’s effort using the terms emerging, developing, proficient or new one – outstanding   Mrs. Meroniuk   * Class emotion lessons with Mrs. Calla once a week for six weeks * Classroom anti-bullying lessons during pink shirt week * Regular problem-solving support via a script - “\_\_\_\_\_\_\_\_\_ “ I don’t like it when you \_\_\_\_\_\_\_\_.   “I’m sorry”  “Thank you for the apology. (discourage “That’s ok” in lieu of the thank you because it’s not ok”   * Talking about little versus big problems * Pointing out consequences of “unexpected” behaviour   Mrs. Stephens   * Continued use of the mood meter and direct instruction of feeling words * Introduction of problem-solving wheel to help with peaceful problem solving * Growth versus fixed mindset lesson and usage * Class meetings to discuss issues and problem solve together * Check in, reviews of our class charter * Weekly read aloud on a social emotional topic * Fin’s Friends program to promote prosocial behaviours and peaceful problem solving * WITS program as a problem-solving tool * Teaching of some calming strategies such as 5 finger breathing, tense and release, positive self-talk   Mrs. Allison   * Reference to growth mindset signs in the classroom * Every Thursday we do “Thinking Thursday” where students brainstorm positive ways of saying “negative” or “frustrating” emotions * Class meetings – “Talking circle” to problem solve and discuss issues * Use of stories using the 5 powers strategies (connect, visualize, question, transform, infer) to connect to emotions   Mrs. Nam   * Building of classroom charter and revisiting it throughout the year * Regular communication with parents to support students emotional learning * Weekly classroom meeting every morning to build a positive learning environment * “Soft starts” every Monday morning to assist students to help manage their feelings   Mrs. Ferris   * Growth mindset unit – taught to whole school * “Super Flex” program and “Social Detective” program – taught in friendship groups * “Social Detective” language used when teaching all classes – (eg. Expected / unexpected   Question #2 – What changes have you seen in your students over the course of the school year, regarding managing feelings, coping with adversity and managing conflict in positive ways?  Ms. Hendriks   * Using vocabulary such as… “I can’t do it yet”, “if I keep practicing, I will get better at it”, I’m not going to give up, I’m going to persevere” * Knowing the difference between tattling and reporting * Regularly referring to the class charter when conflict occurs   Mrs. Meroniuk   * No tears from students / no lashing out in anger * Attempts to follow problem solving scripts * Less inter-personal behaviour problems reported during recess and lunch * General “happy” mood in the classroom   Mrs. Stephens   * Integrated use of feeling words throughout the day * Kids have been willing to talk more about their feelings and their worries * Seen evidence of WITS in action when kids are able to ignore distractions or emotional outbursts of particular students * Have seen particular students use calming strategies unprompted   Mrs. Allison   * Overall, more positive, re-wording “negative” comments because of Growth Mindset * Helping each other, less pointing out differences * Less playground issues * Students better at talking out problems   Mrs. Nam   * After daily check-ins, students are more open to share their thoughts and feelings * Throughout our focused lessons on bullying and building healthy relationships, students have learned how to manage their feelings, cope with emotions and solve conflict in positive ways.   Mrs. Ferris   * The growth mindset unit gave students inner voice and language to use when struggling through the hard parts of learning new things. * I often hear students use the language to help encourage someone else that is struggling. * In friendship groups, students are learning how to manage conflict by using WITS and by role playing. They are learning about various strategies they can use to make friends and keep friends. They are learning strategies to stay calm and not have big reactions (breathing exercises, take a break “size of the problem”, etc. |
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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? | All stakeholders were engaged through collaborative dialogue, and goals were shared, in a variety of venues:   * Staff meetings and professional development learning sessions * PAC meetings * Classroom meetings * Informal learning-focused conversations (face-to-face, telephone, email) |
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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? | The teaching team is excited to continue our school goal in Social Emotional Learning, next year. Through staff input, we have identified areas we want to focus upon within our learning next year:   * Continue to work to develop common skills for students on how to recognize and manage feelings * Continue to work to develop strategies for students to cope with adversity * Continue to work to develop how students manage conflict in positive ways |
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**(Delete this section if Literacy is your main goal)**

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| **Literacy Data**  Attach the following:   * School Assessment * FSA results | [Anmore Elementary Literacy Results 2021](https://sd43bcca-my.sharepoint.com/personal/jhewlett_sd43_bc_ca/Documents/JHewlett/SCHOOL%20GOALS%20-%20CODE%20OF%20CONDUCT/Anmore%20Elementary%20Literacy%20Results%202021.docx?web=1)  [Anmore MDI Report 2020-2021](https://sd43bcca-my.sharepoint.com/personal/jhewlett_sd43_bc_ca/Documents/JHewlett/SCHOOL%20GOALS%20-%20CODE%20OF%20CONDUCT/Anmore%20MDI%20Report%202020%20-%202021.pdf)  Anmore Grade 4 FSA Results 2020 2021  Reading: 88% of students on track or extending  Writing: 100% of students on track or extending  Numeracy: 94% of students on track or extending |

Signatures

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| School Name: Anmore Elementary | School Goal: Other: Social Emotional Learning | School Year: 2021-22 |

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| Title | Name | Signature |
| Principal | **Jason Hewlett** |  |
| Assistant Superintendent | **Reno Ciolfi** |  |

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