|  |
| --- |
| **Action Plan for Learning** |
|  | **School Name: Banting Middle School** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2015-2016** |

|  |  |
| --- | --- |
| Goal / Inquiry Student learning | To help students improve their ability to self-regulate  |

|  |  |
| --- | --- |
| Rationale1-3 reasons for choosing goal | 1. Staff observed that students need to learn self-regulation, to be able to manage and direct feelings, thoughts and emotions 2. The ability to be aware of emotions and how to use strategies to deal with emotions will help students become successful with their learning and with their social interactions.3. Research shows that self-regulation helps students handle challenges and stressors of life.  |

|  |  |
| --- | --- |
| References and sources to support actions | * Learning in Safe Schools: Creating Classrooms Where All Students Belong by Faye Brownlie and Judith King
* Calm, Alert and Learning: Classroom Strategies for Self-Regulation by Studart Shanker
* Zones of Regulation by Leah Kuypers
 |
| Backup Documentation |  |

|  |  |
| --- | --- |
| Planned ActionsContinuing 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?
 | 2014-2015 was the first year of this school goal. We spent this year learning and understanding self-regulation. We attended 2 day series of workshops (January and April 2015) with Brenda Whittam Neary on how the environment affects/supports self-regulation and how to design learning environments. We used staff meetings to read and discuss articles and to share lessons/strategies. We had a self-regulation team leader and we also used our LIF/EF staffing to support self-regulation with the Response to Intervention Model focussing on Tier 1 supports.For 2015-2016:- present 2 strategies per term to students (strategies will be discussed and provided by self reg team)- students will practice in class and at home- survey students at the end of each term- counsellor will co-teach/co-plan self-regulation with teachers- explore MindShift app with students - entire school participate in a drop everything and practice a self regulation strategy- provide sensory materials- continue to use class reviews at least 3 times a year- connect with elementary feeder schools about common language and strategies- Pro-D Days and staff meetings used for learning and collaboration- articles and updates in school newsletters- student surveys- reflecting and adjusting throughout the year will be an ongoing process as we move from co-regulation to self-regulation  |
| Backup Documentation |  |

|  |  |
| --- | --- |
| Documentation of learningKey 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.
 | On our June pro-d day, teams discussed the data. Please see attached.Progress made with teacher understanding of self-regulation. Students demonstrated growth in ability to solve problems in peaceful ways. Our literacy data showed improvement especially with males. Class reviews reported that more students are helping each other to make good decisions, becoming more independent after transitions, work completion, work habits, organization, class participation, responsive to self-regulation strategies.  |
| Backup Documentation |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Before January Pro -D** |  |  |  |  |  |  |  |  |  |  |
| Scale | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Number of people who understood at this level | 0 | 1 | 0 | 0 | 5 | 5 | 5 | 6 | 1 | 0 |
| Percentage of respondents who understand at this level |   | 4% |   |   | 22% | 22% | 22% | 26% | 4% | 0 |
|  |  |  |  |  |  |  |  |  |  |  |
| **After the January Pro-D** |  |  |  |  |  |  |  |  |  |  |
| Scale | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Number of people who understood at this level | 0 | 1 | 1 | 0 | 4 | 3 | 6 | 5 | 4 | 2 |
| Percentage of respondents who understand at this level |   | 4% | 4% |   | 15% | 12% | 23% | 19% | 15% | 8% |
|  |  |  |  |  |  |  |  |  |  |  |
| **After the April Pro-D** |  |  |  |  |  |  |  |  |  |  |
| Scale | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Number of people who understood at this level | 0 | 0 | 0 | 1 | 2 | 3 | 5 | 6 | 2 | 3 |
| Percentage of respondents who understand at this level |   |   |   | 4% | 9% | 14% | 23% | 27% | 9% | 14% |

 |

|  |  |
| --- | --- |
| 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?
 | We feel we are making progress. We are encouraged by our first year and are very hopeful for our second year. - Continue to use class reviews - continue to help students define emotions, identify when emotions are helping or hindering and teach strategies to shift themselves- We hope to have students teach each other strategies ( peer mentoring).-We will continue to provide more support to students who are moving slowly along the continuum.-Co- teaching-Work with students to create surveys to monitor progress- continue to have a self- regulation team leader-Create a self-regulation committee and continue to use pro-d days |
| Backup Documentation |  |

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

|  |  |
| --- | --- |
| **Literacy Data**Attach the following :* Classroom Assessment
* School Assessment
* FSA results
 |  |







Signatures

|  |  |  |
| --- | --- | --- |
| School Name: Banting Middle School | School Goal: Social Emotional Learning | School Year: 2015-2016 |

|  |
| --- |
| Submitted by School Planning Council: |
| Title | Name | Signature |
| Principal | **Abby Soh** |  |
| Parent | **Shirley McQueen** |  |
| Parent | **Donalee Roos** |  |
| Parent |  |  |
| **Recommended by Assistant Superintendent:** |
| Assistant Superintendent | **Carey Chute** |  |
| **Board and Superintendent Approval:** |
| Board Chair | Judy Shirra |  |
| Superintendent | Patricia Gartland  |  |

|  |  |
| --- | --- |
| Print this page, have it signed by School Planning Council, scan it and attach it here |  |