


# Action Plan for Learning

	<b>School Name: Hazel Trembath Elementary</b>
	<b>School Goal: Social Emotional Learning</b>
	<b>School Year: 2017/2018</b>

<b>Goal / Inquiry</b> Student learning	<p><i>To improve and enhance students' skills in the area of Social Emotional Learning, specifically, the core competencies of:</i></p> <ul style="list-style-type: none"> <li> <b>Personal awareness and responsibility:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.         </li> <li> <b>Social responsibility:</b> The ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.         </li> </ul>
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>The staff has been working on developing their understanding of SEL and implementing several initiatives over the past couple of years. With the work we have done in exploring the revised curriculum and the core competencies this year, we wanted to connect what we are doing to the <b>Personal and Social Competencies</b> on which students self-assess each year.</p> <p>Staff have noticed that, while students are improving their abilities to accurately identify how they are feeling, they continue to require guidance around self-regulation and support when attempting to problem solve.</p> <p>In addition to building on our understanding of SEL, we would like to explore how restorative practices both enhance and positively impact the work we are doing with students around social emotional learning.</p>
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<b>References</b> and sources to support actions	<p><a href="http://www.casel.org">http://www.casel.org</a>  <b>The Collaborative for Academic, Social, and Emotional Learning (CASEL)</b> is a major national organization whose mission is to enhance children's success in school and in life by promoting coordinated, evidence-based social, emotional, and academic learning as an essential part of education from preschool through high school.</p> <p><a href="https://curriculum.gov.bc.ca/">https://curriculum.gov.bc.ca/</a>  <b>BC's Ministry of Education New Curriculum Website</b></p> <p>Boyes-Watson, Carolyn, and Kay Pranis. <u>Circle Forward: Building a Restorative School Community</u>. Cambridge: Sheridan Books, 2015.</p> <p>Jillian Lewis: Restorative Practices (facilitator)</p>
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<b>Backup Documentation</b>	2015/2016 EDI Report, 2016/2017 MDI Report, 2017 CHEQ Pilot Report
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<p>Planned Actions</p> <p>Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p>Continuing Practices:</p> <ul style="list-style-type: none"> <li>• Teachers collaborate with students to build class charters at the start of <b>the year</b> and use the mood meter/zones of regulation/RULER to assist students in identifying their emotions.</li> <li>• Continue, and further develop, talking/community circles</li> <li>• Class reviews connect the student services team to students within each class.</li> </ul> <p>What Will We Do Differently:</p> <ul style="list-style-type: none"> <li>• We will work collaboratively to develop a school wide charter</li> <li>• School wide assemblies will have a more developed SEL focus</li> <li>• Develop weekly friendship groups and circles to develop/enhance social connections and problem solving techniques</li> <li>• <b>Explore restorative practices and their relationship to SEL</b></li> <li>• Use what we are learning to empower students to self-assess their core competencies</li> </ul> <p>Staff Development &amp; Collaboration:</p> <ul style="list-style-type: none"> <li>• Use a portion of Staff Meetings to discuss SEL and restorative practices</li> <li>• Work with Jillian Lewis (Restorative Practices all day workshop) in September</li> <li>• Use school-based pro-d opportunities to embed collaborative time/enquiry</li> <li>• <b>Work to build the connection between what students are doing and their ability to self-assess the Social Emotional Learning Core Competencies</b></li> </ul> <p>Involving Parents</p> <ul style="list-style-type: none"> <li>• Report out to parents at monthly PAC meetings</li> <li>• Information shared through newsletters</li> </ul> <p>Involving Students</p> <ul style="list-style-type: none"> <li>• Students will be involved through school-wide assemblies and in-class and grade group learning opportunities. Activities include: building class charters, using the mood meter/zones of regulation/RULER, participating in talking circles and friendship groups, self reflecting on their core competencies and through participating in leadership activities.</li> </ul> <p>Monitoring Progress</p> <ul style="list-style-type: none"> <li>• We will have SEL as a staff meeting agenda item and review progress monthly.</li> <li>• Class reviews in fall and spring will provide information (<b>both to guide and inform</b>)</li> <li>• We will use data collected through EDI/MDI reports to guide/<b>inform</b> our practice</li> </ul>
<p>Backup Documentation</p>	
	<ul style="list-style-type: none"> <li>• We have worked to build class charters and use Mood Meter/RULER/Zones of Regulation in the classrooms. Students are working with consistent language and expectations. This upcoming year, we will build on that work.</li> <li>• Talking circles began to be used consistently at the intermediate level and influence how students were interacting with one another. We will build on this work and enhance it through small, focused friendship group circles</li> <li>• We will work to compare our various reports (MDI, EDI, CHEQ etc.), as well as collect information (students' strengths, stretches, goals, needs etc.) at class reviews (fall and spring), and compare them to inform what we are doing and guide our next steps</li> <li>• We will use students' self-assessment of the core competencies to guide our next steps/direction</li> </ul>
<p>Backup Documentation</p>	

<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff discussed our goal at staff meetings. In addition to our work with SEL, there is an appetite to explore technology (this will be a second goal we will pursue through staff meetings and professional development opportunities)</li> <li>• I have reported our progress to parents at PAC meetings and in our newsletter. I hope to improve the level of engagement with parents by involving them more consistently in the upcoming year</li> <li>• The APL goals were shared in our student planner and will be posted on our website. Staff will receive a copy of the APL at the start of the year and we will continue to use it to guide our conversations</li> </ul>
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<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	<p><b><u>Where are we now?</u></b></p> <ul style="list-style-type: none"> <li>• Our staff continued to work on Social Emotional Learning (SEL) in professional development days, such as in September when staff members presented on the Mood Meter and RULER, as well as Class Charters.</li> <li>• Our student services teachers worked collaboratively with staff to build Class Charters with each of our classes. This upcoming year we are looking to have teachers working to build their Charters more independently, with student services and seasoned teachers supporting and assisting new staff and collaborating with staff where necessary. We have revamped our Code of Conduct and our hope is to build a connection between the Code and our Charters and focus on creating a School Charter.</li> <li>• We found that students were able to better identify their emotions and they could talk about next steps, but their ability to problem solve independently continued to be an area of growth. To build on our work, we will continue to use the Mood Meter, RULER, Zones of Regulation programs, but we will embed some targeted small group work with students to build on their skill set and enhance their toolkit with more problem solving/personal awareness/relationship building strategies.</li> <li>• We plan to spend the September professional development day exploring restorative practices with Jillian Lewis. Our hope is that the workshop will connect well with the learning and work we have done around SEL.</li> <li>• Last year we articulated that we were working to de-clutter our school, class by class, to create an environment that is calming and conducive to learning. We continue to work to create a de-cluttered environment. We have taken advantage of several staff/room changes and we continue to make progress. We did observe that a de-cluttered and “soft lit” environment was a factor in creating a calmer more conducive learning environment for a particularly diverse and active classroom and we will continue to employ this environment where needed.</li> </ul>
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**(Delete this section if Literacy is your main goal)**

<p><b>Literacy Data</b> Attach the following:</p> <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul>	 <p>Hazel Trembath - CBA for APL 2017.pdf</p>
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# Signatures

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<b>School Name: Hazel Trembath Elementary</b>	<b>School Goal: Social Emotional Learning</b>	<b>School Year: 2017/2018</b>
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<b>Title</b>	<b>Name</b>	<b>Signature</b>
Principal	<b>Janine Close</b>	
Assistant Superintendent	<b>Rob Zambrano</b>	

<b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b>	 2017070711340340 1.pdf
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