


Action Plan for Learning

	School Name: Hazel Trembath Elementary
	School Goal: Social Emotional Learning
	School Year: 2018/2019

Goal / Inquiry 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"> • Personal awareness and responsibility: The strategies and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress and persevere in difficult situations. • Social responsibility: 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.
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Rationale 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 Personal and Social Competencies 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 and restorative practices, we would like to explore executive functions and how they enhance and positively impact the work we are doing with students around social emotional learning.</p>
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References and sources to support actions	<p>http://www.casel.org The Collaborative for Academic, Social, and Emotional Learning (CASEL)</p> <p>https://curriculum.gov.bc.ca/ BC's Ministry of Education New Curriculum Website</p> <p>Boyes-Watson, Carolyn, and Kay Pranis. <i>Circle Forward: Building a Restorative School Community</i>. Cambridge: Sheridan Books, 2015.</p> <p>Cooper-Kahn, Joyce, and Margaret Foster. <i>Boosting Executive Skills in the Classroom: A Practical Guide for Educators</i>. San Francisco: Jossey-Bass.</p> <p>Moraine, Paula. <i>Helping Students Take Control of Everyday Executive Functions: The Attention Fix</i>. London: Jessica Kingsley Publishers, 2012.</p>
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Backup Documentation	2016/2017 EDI Report, 2017/2018 MDI Report, 2018 CHEQ Report
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<p>Planned Actions</p> <p>Continuing practices working well (1-3)</p> <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? 	<p>Continuing Practices:</p> <ul style="list-style-type: none"> • Teachers collaborate with students to build class charters at the start of the year and use the mood meter/RULER to assist students in identifying their emotions. Continue reinforcing consistent charter themes throughout the year • Continue, and further develop, talking/community circles • Class reviews connect the student services team to students within each class • Weekly friendship groups and circles to develop/enhance social connections and problem-solving techniques • Use what we are learning to empower students to self-assess core competencies <p>What Will We Do Differently:</p> <ul style="list-style-type: none"> • We will work collaboratively to build a more developed school wide charter • School wide assemblies will have a more developed SEL focus • Explore executive functions and their relationship to SEL (through Pro-D and professional resources) <p>Staff Development & Collaboration:</p> <ul style="list-style-type: none"> • Use a portion of Staff Meetings to discuss SEL, restorative practices, and executive functions • Use school-based pro-d opportunities to embed collaborative time/enquiry • Work to build the connection between what students are doing and their ability to self-assess the Social Emotional Learning Core Competencies using executive function-based lessons <p>Involving Parents:</p> <ul style="list-style-type: none"> • Report out to parents at monthly PAC meetings • Information shared through newsletters <p>Involving Students:</p> <ul style="list-style-type: none"> • Students will be involved through school-wide assemblies, in-class, and grade group learning opportunities. Activities include: building class charters, using the mood meter/RULER, participating in talking circles and friendship groups, working on executive function lessons, self reflecting on core competencies and through participating in leadership activities <p>Monitoring Progress:</p> <ul style="list-style-type: none"> • We will have SEL/executive functions as a staff meeting agenda item and review progress monthly • Class reviews in fall and spring will provide information (both to guide and inform) • We will use data collected through EDI/MDI reports to guide/inform practice • Examine the personal awareness and social responsibility core competencies with an “executive function lens”, to both see if students improve, and if they can articulate/reflect on their improvement/skill level
<p>Backup Documentation</p>	<ul style="list-style-type: none"> • We have continued to build class charters and use Mood Meter/RULER in classrooms. Students are working with consistent language and expectations. We highlighted two areas consistent in all charters, but we will build on this work to create a more developed school charter this year. • Talking circles were used consistently at the intermediate level and influenced how students were interacting with one another. We will continue to build on this work and enhance it through small, focused friendship group circles and executive function “mini lessons”. • 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.

	<ul style="list-style-type: none"> We will use students' self-assessment of the core competencies to guide our next steps/direction Principal will track behaviour incidents to see if our work has an impact
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School Community Engagement Process <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? 	<ul style="list-style-type: none"> Staff discussed our goal at a staff meeting and at our school based Pro-D day. Our former counsellor demonstrated several mini lessons regarding executive functioning in various classrooms which influenced our focus on executive functions 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 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
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Reflection Highlights <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? 	Where are we now? <ul style="list-style-type: none"> Our staff continued to work on Social Emotional Learning (SEL) in professional development days, such as in September when Jillian Lewis came in and presented on restorative practices which expanded on and connected well with the SEL work we have been doing. Teachers worked to build their class charters more independently this year; however, some charters were not built until the winter months. This year we will aim to complete our class charters in September so we can focus on a school charter at the October staff meeting. We continued to find that students could identify their feelings and talk about next steps, but they continued to find independent, appropriate problem solving to be an area of growth. We are still using the Mood Meter/RULER programs, and some teachers used some of the techniques/language that Jillian Lewis shared at our September Pro-D. We enhanced our small group work this year and student services/school counselor met weekly with small groups of students who might be struggling with self-regulation/friendship. They made small but consistent gains with students' skill sets/toolkits. I am hoping to work with learning services to do something "executive function" related at our September Pro-D day. We have also worked with several teachers/youth workers on the IST team; they have introduced several We worked with several teachers whose class dynamic was particularly diverse and active, to "declutter" classrooms and create "soft lit" environments, which seemed to have a positive impact. Our counselor also worked collaboratively to assist teachers in creating visuals for a "Get Ready, Do, Done" model, which had an executive function focus. We will continue to build on this and work to support teachers in this endeavor. The positive impact on those students who had weak executive functioning was notable (they seemed much calmer and more on task) during "executive function" focused lessons.
Backup Documentation	

Literacy Data Attach the following: <ul style="list-style-type: none"> Classroom Assessment School Assessment FSA results 	 04343022 Hazel Trembath.pdf
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Signatures

School Name: Hazel Trembath Elementary	School Goal: Social Emotional Learning	School Year: 2018/2019
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Title	Name	Signature
Principal	Janine Close	
Assistant Superintendent	Rob Zambrano	

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