

Action Plan for Learning

	School Name: École Kilmer Elementary
	School Goal: Social Emotional Learning
	School Year: 2021-2022

Goal / Inquiry Student learning	Re-envision continuing goal within the context of the new curriculum, specifically the <u>Core Competencies for Personal and Social Development in Personal Awareness and Responsibility</u> Will a community focus on common strategies and language, impact our learners' abilities to demonstrate personal awareness and responsibility? How can we use the frame and context of this competency to support students' transition / normalization of the school experience.
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> Emotional maturity is a function of childhood development and not a function of instruction. However, given a sheltered environment with structured and guided learning experiences that are scaffolded by the teacher/community, students' emotional experiences can be mediated to encourage prosocial reactions and responses. "Social cognition is at the heart of children's ability to get along with other people and to see things from their point of view. The basis of this crucial ability lies in the development of theory of mind." <i>The Development of Theory of Mind in Early Childhood₁</i> "Students who demonstrate personal awareness and responsibility understand and take responsibility for their actions, including their learning; to make constructive and ethical decisions about their personal and social behaviour; and to recognize and accept consequences, understanding how their actions affect their own well-being and that of others" <u>PS Competency Profile</u>
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References and sources to support actions	<ul style="list-style-type: none"> '<i>The Development of Theory of Mind in Early Childhood</i>' – Janet Wilde Astington, PhD; Margaret J. Edwards. MA; Institute of Child Study, University of Toronto; August 2010 '<i>Social-Cognition Development in Early Childhood</i>' – Scott A. Miller PhD.; University of Florida, USA June 2010 SEL programs intend to teach students the broad range of skills needed to be successful in society, cultivate quality relationships, and be psychologically and physically healthy. Yet, their success is dependent upon the extent to which learning occurs in caring, supportive, and empowering settings (e.g., Bronfenbrenner 1979; Catalano et al. 2004). New Curriculum Core Competencies for Personal and Social Development in Personal Awareness and Responsibility Zones of Regulation
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	<ul style="list-style-type: none"> • <i>Examples of Tiered Supports</i>, SD 43 Learning Services Document to enhance school wide Tier 1 foundational structures • Second Step SEL Program – school-wide implementation • <u><i>Trauma Sensitive School's Checklist</i></u> Lester University and Massachusetts Advocates for Children and the Legal Services Center of Harvard Law School 2012 • <u><i>Creating Trauma-Sensitive Classroom</i></u> by Katie Statman-Weil National Association for the Education of Young Children
Backup Documentation	<ul style="list-style-type: none"> • Office Referrals • Class Reviews • School wide survey on Response to Intervention (RTI) strategies and supports with a focus on the emotional, behavioural and social domains • EDI & MDI data • Attendance Data – impacted COVID - 19 (looking at non-attenders and GT students)

<p>Planned Actions 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"> • School wide implementation of Second Step Program • PD portion of staff meeting structure to support collaborative conversations • Presentations to Parents at PAC meeting • As a Tier 3 intervention, we will investigate Trauma Informed Classroom Practice <i>through our School Based Learning Services team</i>. We have become more and more aware of the impact that trauma plays on a student's ability to develop personal awareness, self-regulate, and make pro social choices and decisions. • We will look at ways the school community can support students and families with vulnerabilities. This initiative aligns with our social / emotional learning goal and helps our professional community to develop a deeper understanding of the dynamics that impact our students' ability to thrive. We hope that this will strengthen the efficacy of the strategies that are at the centre of our social/emotional initiatives. <p>Changing Practice</p> <ul style="list-style-type: none"> • With the school wide implementation of Second Step, we are working towards a more cohesive learning strategy and school culture in the area of personal awareness and responsibility • Coffee with the Principal event once a month reinstated (date to be confirmed in consultation with KPAC chair) <p>Staff Development</p> <ul style="list-style-type: none"> • Exploration of Second Step and how it will enhance the efficacy of our instruction • School Based Learning team to investigate Trauma Informed Practice and how strategies can be implemented into their work with students. <p>Parent Involvement</p> <ul style="list-style-type: none"> • Parent information sessions for Second Steps • Sharing at PAC meetings • Monthly 'Coffee with the Principal' – informal discussions
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	<ul style="list-style-type: none"> • School communications – enhanced school website with video to support parent use of the website <p>Student involvement</p> <ul style="list-style-type: none"> • Student leadership opportunities e.g. green team, office monitors, class monitors <p>Monitoring Progress</p> <ul style="list-style-type: none"> • Data collected from Office Referrals, with attention to efficacy of intervention strategy implemented by principal • School wide survey on Response to Intervention (RTI) strategies and supports with attention to efficacy of intervention strategies implemented by classroom/ student services teacher and / or SEA • Return of Class reviews • Anecdotal assessments from supervisors, teachers and EAs
Backup Documentation	

<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. 	<p>Evidence</p> <ul style="list-style-type: none"> • Office Referrals • Class Behavior logs • LS Tiered Intervention data • Report card comments • Behaviour Plans / Interventions • Specific data collection for direct interventions
Backup Documentation	

<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><i>How did you engage parents, teachers, students and support staff in developing your APL? Because of the circumstances, we were unable to engage the community in a way that we would have done in a non COVID year. We relied on informal conversations with staff and community. Our response is a reflections of our previous engagement</i></p> <ul style="list-style-type: none"> • Conversations at team meetings, especially School Based Team and Department Head meetings • Staff discussion at yearend admin day for goal setting • Limited discussion at PAC meetings and staff meetings <p><i>How did you share your APL goals with parents, teachers, students & support staff?</i></p> <ul style="list-style-type: none"> • Through discussion about the emerging data at SBT • Limited discussions at staff meetings, school planning day in May
Backup Documentation	

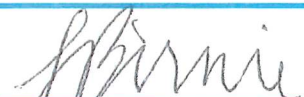
<p>Reflection Highlights</p> <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p><i>Where are we now?</i></p> <ul style="list-style-type: none"> • There have been informal observations by teachers and support staff noting growing concerns about how students interact with each other and with adults • Staff has agreed to school wide implementation of the Second Step SEL program <p><i>What are some patterns emerging?</i></p> <ul style="list-style-type: none"> • Observable patterns of challenging student behaviour that reoccur even after adult interventions • There is a limit to the impact that social / emotional interventions can have on a student's ability to demonstrate strong personal awareness and personal responsibility when they have been impacted by trauma <p><i>What surprised you?</i></p> <ul style="list-style-type: none"> • The lack of traction that some interventions have in promoting prosocial behaviour • The number of our students and their families who experience significant trauma as well as financial hardship <p><i>What conclusions / inferences might you draw?</i></p> <ul style="list-style-type: none"> • It is not enough to just learn how to breathe deeply, use your voice etc., when you are in a state of high alarm all the time. The attention and energy a child experiencing significant emotional trauma has available for learning needs to be put into perspective in the culture of our classrooms (Stuart Shankar Calm Alert Learning) • Our school community needs to make connections with the greater community to look for champions for our students as well as support. During COVID, our school has connected to community support for our students and their families. This was especially significant for our families with food security concerns.
Backup Documentation	

(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>To be attached</p> <ul style="list-style-type: none"> • FSA • MDI
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Signatures

School Name: École Kilmer Elementary	School Goal: Social Emotional Learning	School Year: 2020-2021
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Title	Name	Signature
Principal	Laurie Birnie	
Assistant Superintendent	Rob Zambrano	