

Action Plan for Learning

	School Name: Mundy Road
	School Goal: Social Emotional Learning
	School Year: 2017-2018

Goal / Inquiry Student learning	Students will demonstrate an increased awareness of their emotions and strengthen their ability to manage their emotions and behaviour. <ul style="list-style-type: none"> We will continue to look at the Social and Emotional Learning Core Competencies, specifically <i>Self Awareness: recognizing one's emotions and values as well as one's strengths and challenges</i> and <i>Self Management: managing emotions and behaviours to achieve one's goal.</i>
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> Staff observations, collaboration meetings and Class Reviews identified the need for an increased focus on Social Emotional Learning as our student learning is being significantly impacted by challenges with SEL, in particular self-awareness and self-management As a staff, we recognized the need to establish some common language and common understanding of SEL within our school community Research showing a direct correlation between Social Emotional well-being and student achievement
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References and sources to support actions	<p> http://www.casel.org/ http://ei.yale.edu/ruler/ http://my43.sd43.bc.ca/departments/staffdev/SR/Pages/Social%20Emotional%20Learning.aspx http://my43.sd43.bc.ca/departments/studentsservices/Pages/Safe%20Schools.aspx http://www.casel.org/social-and-emotional-learning/core-competencies http://dalailamacenter.org/programs/heart-mind-index http://www.realrestitution.com/ http://www.iirp.edu/ </p> <p>School wide involvement in Professional Network Series- <i>Integrating S.E.L. into Teaching and Learning (Miriam Miller)</i></p> <p>Educational Fund Meetings that focus on our individual needs and context</p> <p>SEL Standards and Benchmarks for the Anchorage School District</p> <p>Zones of Regulation- Michelle Garcia Winner</p>
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	Collaborative conversations and consultation for additional funding (MOA 2016/2017)
Backup Documentation	

<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 working well</p> <ul style="list-style-type: none"> • Collaboration amongst grade groups, staff wide collaboration, Kids In The Know Program, FRIENDS Program, Friends For Life, Talking Circles, Thumballz, Mood Meter, Zones of Regulation, Sharing Circles, Community Circles, Class Meetings, Class Reviews, Mind UP, Restitution (staff training for level 1) <p>What we will do differently?</p> <ul style="list-style-type: none"> • More widespread implementation of <i>Kids in the Know</i>- school approach (more often and earlier in the year). • Continue to explore, utilize and implement self-regulation strategies including looking at physical spaces in the classroom/school. • How can we incorporate opportunities for students who are strong in the area of social emotional learning to share their strength with others, in the school and the wider community? • Expand our understanding and exploration of using Circles in our classrooms- as a restorative approach to collapsing conflict, but also as a learning tool and self/group awareness- Principal and one staff member went to Restorative Circles training with Bruce Schenk in 2016/2017. Could we expand this training? Many of our classes have connected with the SD43 Aboriginal Services department to support us in bringing circles to our classrooms. How can we expand this to all of our classrooms? • Connect our teaching and our way of being more closely with <i>The First People Principles of Learning</i> • Implement Social Contracts at a classroom and school level, solidifying a common set of beliefs- connect the beliefs to emotions and ways of being. • School wide assemblies with SEL as a focus. • Continue to work on our approach to common language. • Provide opportunities/ resources/ information for students to take home. • Implement our understanding of Restitution, including teaching the children how to better understand their basic needs <p>How will we provide for staff development and collaboration?</p> <ul style="list-style-type: none"> • Continue to connect with the district Professional Day opportunities for SEL and expand our collaboration with other schools • Learning teams. • Look at incorporating newly purchased literature (trade books and classroom use). • Work with all staff to continue a structure that supports collaboration- explore how collaboration can look more inclusive of targeted plans/ questions of inquiry and sharing outside of individual collaboration groups. Expand on the structure of collaboration used with the added funding in the 2016/2017 school year. This work included co teaching and co-planning towards a specific goal (examples from the 2016/2017 school year included the needs of restitution and the core competencies). <p>How will we involve parents?</p> <ul style="list-style-type: none"> • Share resources with community. • Highlight progress and continued work towards goal at PAC meetings and targeted information nights for parents.
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	<ul style="list-style-type: none"> • Incorporate SEL focused literature during Family Reading times (school) and provide literature suggestions/lists for families to utilize at home. • Provide activities/ assignments that involve family participation and home/school connection. <p>How will we involve students?</p> <ul style="list-style-type: none"> • FRIENDS Program, Friends For Life, Talking Circles, Thumballz, Mood Meter, Zones of Regulation, Sharing Circles, Community Circles, Class Meetings, Mind UP, class discussions/ activities (within and outside of HACE- Health and Career Education), Student Leadership, explicit teaching of Restitution and core competencies (Personal and Social) <p>How will we monitor progress and adjust actions?</p> <ul style="list-style-type: none"> • Talking Circles- observation of student participation/ comfort level. • Observation of problem solving skills, in particular use of common language and approaches that align with Restitution. • Class reviews (3 times per year). • Investigate others measures such as the Heart and Mind Index and further components of the RULER Approach (including class/school charters)
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>Class Review comparisons (term 1, term 2 and term 3)</p> <ul style="list-style-type: none"> • Class Reviews that look at strengths, stretches, goals and needs continue to allow us to refine our focus for support to better meet the needs of the students in our school. <ul style="list-style-type: none"> ○ The conversations were able to be summarized school wide to identify keys areas, including self- awareness, self- monitoring, self- regulation and reading (Language Arts) at primary. We also discussed the coordination of our academic support and SEL (Social Emotional Learning) support. The link between Personal and Social Core Competency and success at school. ○ Our support from non-enrolling staff to classrooms and individual students changed after each of the class reviews, targeting specific needs. <p>The introduction of a more focused understanding of social emotional learning amongst staff has filtered into common practices in the school</p> <ul style="list-style-type: none"> • FRIENDS Program, Friends For Life, Kids in the Know Program, Talking Circles, Thumballz, Mood Meter, Zones of Regulation, Sharing/ Talking/ Community Circles, Class Meetings, Mind UP and tools for the classroom (<i>Motion Sits, alternate seating, options for work spaces</i>) <ul style="list-style-type: none"> ○ Anecdotal observations from teachers demonstrating a positive impact on student behavior. ○ Evidence from term 3 Class Reviews: <ul style="list-style-type: none"> *In term 1: Overall classroom STRETCHES included self regulation, impulse control, “doing the right thing”, social responsibility, tolerance, playing cooperatively and sharing. * In term 3: Overall classroom STRENGTHS included more aware of diversity, “they do the right thing”, socially responsible, inclusive, forgiving, cooperative, SEL development, social growth, love to share, thoughtful, helpful
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	<ul style="list-style-type: none"> ○ Student’s willingness to use the vocabulary, practices (restorative conflict resolution) and tools in the daily classroom, on the playground and in the office. <p>Positive results ,which could be connected to a SEL focus at the school, to be highlighted from the Student Learning Survey this year:</p> <ul style="list-style-type: none"> ○ <i>Do you feel welcome at your school?-96% (includes all, many or sometimes), 80% (includes all or many)</i> ○ <i>Do you feel safe at school?- 96% (includes all, many or sometimes)</i> ○ <i>At school, rules and expectations for behavior are clear- 96% (includes strongly agree and agree)</i> ○ <i>At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills)- 76% (includes strongly agree and agree)</i> ○ <i>At school, I am learning how to care for my physical health. (for example, getting healthy food, exercise and sleep)- 97% (includes strongly agree and agree)</i> ○ <i>At school, are you able to get the information and advice that you need?- 90% (includes all, many and sometimes)</i> ○ <i>When I am making a decision to do something, I stop to think about how it might affect other people.- 90 % (includes all, many and sometimes)</i> ○ <i>At school, do you respect people who are different from you? (for example, think act or look different)- 91% (includes all and many)</i> ○ <i>Do you feel good about yourself?- 90% (includes all, many and sometimes)</i> ○ <i>At school, I am learning how to solve problems in peaceful ways.- 79% (includes strongly agree and agree)</i>
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<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  Class Review Sheet.pdf </div> <div style="text-align: center;">  Class Review Explanation page 2.p </div> <div style="text-align: center;">  Class Review Explanation Page 1.p </div> <div style="text-align: center;">  A Framework for Class Review.pdf </div> </div> <div style="text-align: center; margin-top: 20px;">  SEL Wheel 2015.pdf </div>
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<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? 	<p>Our inclusive model of support, combined with collaboration opportunities (grade level, school level and district level) have allowed us to:</p> <ul style="list-style-type: none"> ● develop a shared understanding of SEL and the individual/group needs ● investigate key tools, whether they are book resources or human resources- we have acquired additional book resources this year and all staff has taken part in Restitution level 1 training (a key focus of restitution is recognizing individual basic needs)
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<ul style="list-style-type: none"> • How does this inform potential next steps? 	<ul style="list-style-type: none"> • begin to look at a common language for SEL and work towards common goals- with our newly acquired training we are looking at Social Contracts, core beliefs and restorative circles <p>Continued collaboration has reinforced the fact that we have knowledge and expertise in this school and in other schools that we need to be creative about accessing.</p> <p>At times, some of the SEL strategies/ lessons and tools had unexpected results in the classroom. This highlighted the idea that what is “essential for some is good for all”.</p> <p>A dynamic vs. static support model, based on student need, has increased our dialogue around student need and has given us focus for our interventions.</p> <p>We need to continue to increase our connection and relationship with Aboriginal Education support in the district. Our experiences with Talking Circles and the teachings of aboriginal culture have been rich and complement our understanding of SEL. We need to work towards a more explicit inclusion and implementation of <i>The First Peoples Principles of Learning</i>.</p>
<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>SEL CASL Definitions SEL Wheel 2015.pdf 2015.pdf</p> <p>http://my43.sd43.bc.ca/departments/student services/Pages/Quality%20Teaching%20LIF.aspx</p> <p>http://my43.sd43.bc.ca/departments/student services/Pages/Self-regulation.aspx</p> <p>http://my43.sd43.bc.ca/departments/AboriginalEd/default.aspx</p> <p>https://my43.sd43.bc.ca/departments/staffdev/NewCurriculum/Training/Making%20Connections%20with%20First%20Peoples%20Principles%20of%20Learning.pdf</p> <p>http://my43.sd43.bc.ca/departments/student services/Pages/Safe%20Schools.aspx</p> <p>x</p>

Signatures

School Name:	School Goal: Social Emotional Learning	School Year: 2017-2018
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Title	Name	Signature
Principal		
Assistant Superintendent		

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