


Action Plan for Learning

	School Name: Mundy Road
	School Goal: Social Emotional Learning
	School Year: 2018-2019

Goal / Inquiry Student learning	<p><u>Students will demonstrate an increased awareness of their emotions and strengthen their ability to manage their emotions and behaviour.</u></p> <ul style="list-style-type: none"> • We will continue to look at the Social and Emotional Learning Core Competencies, specifically <i>Self Awareness and Self Management: identify one's individual needs (5 basic needs of Restitution- survival, freedom, power, belonging and fun) and use that knowledge to identify/decide what strategy will be most effective to get needs met</i> <p>*** We believe that if students are able to better identify and manage their emotions then they will be happier individuals and will be more able to identify the needs of others with more success.</p>
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • Staff observations, collaboration meetings 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/</p> <p>http://ei.yale.edu/ruler/</p> <p>http://my43.sd43.bc.ca/departments/staffdev/SR/Pages/Social%20Emotional%20Learning.aspx</p> <p>http://my43.sd43.bc.ca/departments/studentservices/Pages/Safe%20Schools.aspx</p> <p>http://www.casel.org/social-and-emotional-learning/core-competencies</p> <p>http://dalailamacenter.org/programs/heart-mind-index</p> <p>http://www.realrestitution.com/</p> <p>http://www.iirp.edu/</p> <p>SEL Standards and Benchmarks for the Anchorage School District Zones of Regulation- Michelle Garcia Winner <i>Clam, Alert Learning</i>- Stuart Shanker</p>
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Planned Actions

Continuing 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?

Continuing practices working well

- Collaboration amongst grade groups, staff wide collaboration, expanding our focus on the Core Competencies, Kids In The Know Program, FRIENDS Program, Friends For Life (positive thinking and anxiety reduction), Talking Circles, Thumballz, Mood Meter (build awareness of emotions- recognize them, understand causes and indentify accurate words for them), Zones of Regulation, Sharing Circles, Community Circles, Class Meetings, Class Reviews, Mind UP, Restitution (staff training for level 1), Movement/ Action songs, Freshgrade sharing Music, Social Contracts, Family Reading and other parent invitations to classrooms

What we will do differently?

- More widespread implementation of *Kids in the Know* and other SEL proactive programs- 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. Launch self regulation classroom. The self regulation classroom has been created and training has occurred with district support.
- 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?
- Continue to 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?
- Continue to connect our teaching and our way of being more closely with *The First People Principles of Learning*
- A more widespread implementation of Social Contracts at a classroom and school level, solidifying a common set of beliefs- connect the beliefs to emotions and ways of being.
- Increased School wide assemblies with SEL as a focus and community building as a focus (school and wider school community).
- Continue to work on our approach to common language.
- Provide opportunities/ resources/ information for students to take home.
- Continue to implement our understanding of Restitution, including teaching the children how to better understand their basic needs- **basic needs** being a core/ collective understanding throughout the school

How will we provide for staff development and collaboration?

- Continue to connect with the district Professional Day opportunities for SEL and expand our collaboration with other schools- we have signed up for the focus days for the upcoming year
- With an increase of department heads there will be a concerted effort to expand leadership and staff development
- Learning teams.
- Look at incorporating newly purchased literature (trade books and classroom use).

	<ul style="list-style-type: none"> • Work with Principal 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. <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. • 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, Music, Social Contracts 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). • Actively investigate others measures such as the Heart and Mind Index and further components of the RULER Approach (including class/school charters/ contracts)
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>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. ○ 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>Results of sharing and discussions from 2017/2018 school year:</p> <ul style="list-style-type: none"> ○ Sharing Circles: progression from the beginning of the year includes: Students are able to better identify the zone and why they feel they are in the zone that they are in ○ Students able to identify and create idioms associated with feelings ○ In the classroom and on the playground, students have demonstrated their increased ability to change from a particular zone when needed ○ Through regular class circles, students have become more aware and able to manage their listening, calm and emotions ○ 100% participation rate in class circles by the end of the year (in most classes) ○ Students are volunteering to share their learning with increased frequency, as they become more comfortable with their surroundings and the other people in
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their surroundings. Students are also getting more familiar with documentation of their learning with tools such as Freshgrade. Benefits of Freshgrade include: students demonstrating an increase in sharing of work and other accomplishments, an increase in pride and comfort, an increase in connections (about learning) with family, friends and peers


- Improved regulation in the classroom and willing to seek out support (through co regulation or a calming/regulating activity) with increased independence
- Through an increase in choice and engagement, there are definite decreases in self regulation difficulties
- Through the use of the mood meter, there is an increased accuracy of felt emotions

Positive results ,which could be connected to a SEL focus at the school, to be highlighted from the *Student Learning Survey* (Satisfaction Survey) this year:




- **How many adults do you think care about you at your school? 4 or more:** 93% (Mundy)/ 56% (District)
- **Do you feel welcome at your school?** All of the time 57% (Mundy)/ All of the time 45% (District)- if you put together "All of the time/Most of the time/ Sometimes- 100% (Mundy)/ 91% (District)
- **Do you like School?** All of the time 46% (Mundy)/ 30% (District)
- **Have you ever felt teased or picked on at school?** Never 43% (Mundy)/ 28% (District)
- **I know how my school expects me to behave.** All of the time 85% (Mundy)/ 64% (District)
- **Are you helped to understand how you can improve your learning?** 67% (Mundy)/ 51% (District)
- **Are you learning how to solve problems in peaceful ways?** All of the time/ Most of the time 79% (Mundy)/ 61% (District)

Positive results ,which could be connected to a SEL focus at the school, to be highlighted from the *MDI* (Middle Years Development Instrument) this year:

- Students reporting:
Happiness (how content or satisfied with their lives)- 2016/2017: 65%, 2017/2018: 80%
Self regulation SHORT TERM (impulse control requiring students to adapt behavior or emotions to meet an immediate goal)- 2016/2017: 55%, 2017/2018: 63%
- **CONNECTEDNESS WITH ADULTS:** Number of important adults at school- 2016/2017: 77% (2 or more), 0% (one), 23% (none) 2017/2018: 96% (2 or more), 4% (one), 0% (none)
- **School Experiences**
Positive responses about School Climate:
2016/2017: 77%
2017/2018: 84%
- **School Experiences**
Positive responses about school belonging:
2016/2017: 74%
2017/2018: 83%

	<ul style="list-style-type: none"> ○ Well Being Index (measures relating to children’s physical health and social and emotional development that are important during the middle years: Optimism, Happiness, Self Esteem, Absence of Sadness and General Health. Scores from these five measures are combined and reported by three categories of well being, providing a holistic summary of children’s mental and physical health. <p>High Well Being (Thriving): Mundy Road 2016/2017: 43% Mundy Road 2017/2018: 56%</p> <p>District: 40%</p>
Backup Documentation	 <p>SEL Wheel 2015.pdf</p>

<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>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"> • continue to develop a shared understanding of SEL and the individual/group needs • investigate key tools, whether they are book resources or human resources- We will be launching our self regulation classroom in the upcoming fall. We are able to do this because of professional development, training, collaboration and combined commitment (with staff and district) • continue to look a common language for SEL and work towards common goals- with Social Contracts/ Charters, core beliefs, restorative circles and community connections <p>Continued collaboration has reinforced the fact that we have knowledge and expertise in this school, in other schools and in the district 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>There seems to be an increase in students needing behavioral supports (SEAs, IST, Student Services)</p>
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	<p>It is clear throughout the school in daily interactions in the classroom, in the office and on the playground that students are successfully regulating and following expected behaviour.</p>
<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>SEL CASL Definitions SEL Wheel 2015.pdf</p> </div> <div style="text-align: center;">  <p>2015.pdf</p> </div> <div style="text-align: center;">  </div> </div> <p> http://my43.sd43.bc.ca/departments/student services/Pages/Quality%20Teaching%20LIF.aspx http://my43.sd43.bc.ca/departments/student services/Pages/Self-regulation.aspx http://my43.sd43.bc.ca/departments/AboriginalEd/default.aspx https://my43.sd43.bc.ca/departments/staffdev/NewCurriculum/Training/Making%20Connections%20with%20First%20Peoples%20Principles%20of%20Learning.pdf http://my43.sd43.bc.ca/departments/student services/Pages/Safe%20Schools.aspx </p>

Signatures

School Name: Mundy Road Elementary	School Goal: Social Emotional Learning	School Year: 2018-2019
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Rob Wright	
Recommended by Assistant Superintendent:		
Assistant Superintendent	Gerald Shong	
Board and Superintendent Approval:		
Board Chair	Kerri Palmer Isaak	
Superintendent	Patricia Gartland	