

Action Plan for Learning

	School Name: Mundy Road
	School Goal: Social Emotional Learning
	School Year: 2016-2017

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 begin by looking 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/</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/studentsservices/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>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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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, 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 (all staff trained this year in Level 1 Restitution)

What we will do differently?

- More widespread implementation of *Kids in the Know*- 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 Bruch Schenk this year and we have connected with the SD43 Aboriginal Services department to support us in bringing circles to all of our classrooms.
- Connect our teaching and our way of being more closely with *The First People Principles of Learning*
- 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

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 school (as we did with Parkland for Restitution this year).
- Learning teams.
- Look at incorporating newly purchased literature (trade books and classroom use).
- 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.

How will we involve parents?

- Share resources with community.
- Highlight progress and continued work towards goal at PAC meetings and SPC Meetings.
- 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.

How will we involve students?

	<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 <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 lower primary. We also discussed the coordination of our academic support and SEL (Social Emotional Learning) support. The link between SEL Core competencies 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. Student’s willingness to use the vocabulary, practices (restorative conflict resolution) and tools in the daily classroom. <p>Positive results ,which could be connected to a SEL focus at the school, to be highlighted from the Satisfaction Survey this year:</p> <ul style="list-style-type: none"> <i>At school, do you respect people who are different from you (for example, think look or act different)- 94%</i> <i>At school do you get exercise?- 97% (Exercise could be correlated to our recognition of the importance of movement inside and outside the classroom to assist with self-regulation)</i> <i>In the past 24 hours, how many servings of fruit and vegetables have you eaten? (Our nutritional program at the school offers fruit and vegetables to all students throughout the day, every day. We</i>
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recognize that meeting nutritional needs, can support social emotion and academic needs)

- 2 servings- in 2015 12%- in 2016 22%
- 10 or more servings- in 2015 3%- in 2016 12%

- Do you feel welcome at school- 85%
- How many adults at your school care about you?- 88% said 4 or more

When Looking at the Classroom Assessments Based on Teacher Judgement we see a growing improvement in Language Arts (Writing/Reading)

- Writing (Grade 2) Fully Meeting or Exceeding- 47% in 2014/2015
- Reading (Grade 3) Fully Meeting or Exceeding- 56% in 2015/16

- Writing (Grade 2) Not Yet Meeting- 14% in 2014/15
- Reading (Grade 3) Not Yet Meeting- 10% in 2015/16

*** Recognizing that the subject areas are different, they fall under the umbrella of Language Arts and are closely linked to each other. School wide Read and Write would be something to consider for next year in addition to the Classroom Assessments Based on Teacher Judgement.

Backup Documentation


 Class Review Sheet.pdf


 Class Review Explanation page 2.p


 Class Review Explanation Page 1.p


 A Framework for Class Review.pdf


 SEL Wheel 2015.pdf



Reflection Highlights

- 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?

Our inclusive model of support combined with collaboration opportunities (grade level, school level and district level) have allowed us to:

- 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)
- begin to look 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

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. This year, our experience on a shared learning team with another school gave us insight and connections that would not have been otherwise known (Parkland).

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>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>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. A more explicit inclusion and implementation of <i>The First Peoples Principles of Learning</i>.</p>
Backup Documentation	<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: Mundy Road Elementary	School Goal: Social Emotional Learning	School Year: 2016-2017
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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	Judy Shirra	
Superintendent	Patricia Gartland	