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| **Action Plan for Learning** | |
|  | **School Name: Mundy Road** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2015-2016** |

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| Goal / Inquiry  Student learning | Students will demonstrate an increased awareness of their emotions and strengthen their ability to manage their emotions and behaviour.   * We will begin by looking at the Social and Emotional Learning Core Competencies, specifically *Self Awareness: recognizing one’s emotions and values as well as one’s strengths and challenges and Self Management: managing emotions and behaviours to achieve one’s goal.* |

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| Rationale  1-3 reasons for choosing goal | * 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 | <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/studentservices/Pages/Safe%20Schools.aspx>  <http://www.casel.org/social-and-emotional-learning/core-competencies>  <http://dalailamacenter.org/programs/heart-mind-index>  School wide involvement in Professional Network Series- *Integrating S.E.L. into Teaching and Learning (Miriam Miller*)  Professional Learning Team (with Aspenwood Elementary) with Miriam Miller focused on SEL  LIF Meetings (3 per year)  SEL Standards and Benchmarks for the Anchorage School District  Zones of Regulation- Michelle Garcia Winner  Participated in *Learning Improvement Fund/Education Fund: District-Wide Professional Development* (3 sessions) |
| Backup Documentation |  |

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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 (1-3)   * Collaboration amongst grade groups, FRIENDS Program, Friends For Life, Talking Circles, Thumballz, Mood Meter, Superflex, Zones of Regulation, Sharing Circles, Class Meetings, Class Reviews, Mind UP   What we will do differently? (1-3)   * Introduce the use of Kids in the Know in a more wide spread school approach (more often and earlier in the year). * Look at the use of Class Charters/ Social Contracts. * 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.   How will we provide for staff development and collaboration?   * Join the district Professional Day opportunities for SEL. * Learning teams. * Look at incorporating literature (trade books and classroom use). * Work with Principal to continue a structure that supports collaboration.   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?   * FRIENDS Program, Friends For Life, Talking Circles, Thumballz, Mood Meter, Superflex, Zones of Regulation, Sharing Circles, Class Meetings, Mind UP, class discussions/ activities (within and outside of HACE- Health and Career Education), Student Leadership   How will we monitor progress and adjust actions?   * Talking Circles- observation of student participation/ comfort level. * Observation of problem solving skills. * 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 |  |

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| Documentation of learning  Key evidence of change   * 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. | Class Review comparisons (term 1, term 2 and term 3)   * The incorporation of this new framework for class reviews looked at strengths, stretches, goals and needs that allowed us to refine our focus for support to better meet the needs of the students in our school.   + The conversations were able to be summarized school wide to identify keys areas, including self- awareness, self- monitoring and reading at grade 2. We also discussed the coordination of our academic support and SEL support. The link between SEL Core competencies and success at school.   The introduction of a more focused understanding of social emotional learning amongst staff has filtered into common practices in the school   * FRIENDS Program, Friends For Life, Talking Circles, Thumballz, Mood Meter, Superflex, Zones of Regulation, Sharing Circles, Class Meetings, Mind UP and tools for the classroom (*Motion Sits, alternate seating, options for work spaces)*   + Anecdotal observations from teachers demonstrating a positive impact on student behavior.   + Students willingness to use the vocabulary, practices (restorative conflict resolution) and tools in the daily classroom. |
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| 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 * begin to look a common language for SEL and work towards common goals   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.  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”.  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.    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. |
| Backup Documentation | <http://my43.sd43.bc.ca/departments/studentservices/Pages/Quality%20Teaching%20LIF.aspx>  <http://my43.sd43.bc.ca/departments/studentservices/Pages/Self-regulation.aspx>  <http://my43.sd43.bc.ca/departments/AboriginalEd/default.aspx>  <http://my43.sd43.bc.ca/departments/studentservices/Pages/Safe%20Schools.aspx> |

Signatures

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| School Name: Mundy Road Elementary | School Goal: Social Emotional Learning | School Year: 2014-2015 |

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| Submitted by School Planning Council: | | |
| Title | Name | Signature |
| Principal | **Rob Wright** |  |
| Parent | **Elizabeth Hrynew** |  |
| Parent | **Christine Friend** |  |
| Parent | **Ursula Elliot** |  |
| **Recommended by Assistant Superintendent:** | | |
| Assistant Superintendent | **Gerald Shong** |  |
| **Board and Superintendent Approval:** | | |
| Board Chair | **Judy Shirra** |  |
| Superintendent | **Patricia Gartland** |  |

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