

Action Plan for Learning

	School Name: Porter Elementary School
	School Context: please see just below
	School Goal: Social Emotional Learning
	School Year: 2019-2020

School Context:	<p>Welcome to Ecole Porter Street School, where we strive to create a caring, respectful community of learners in Kindergarten through Grade 5.</p> <p>We offer balanced educational programs including Academics, Library, Fine Arts, Learning Assistance, EAL and Athletics in both English and French Immersion.</p> <p>Our PAC provides many during and after school activities which include: Km Club, Lasermaster, places des arts; Moresports; Mad Science; Hip Hop Dance; Young Performers Workshop; Theatrix; Bricks4Kidz; Fruit and Veggie Program; Milk Program; Hot Lunches; PJ/Movie Nights; and extra food for students who are in need.</p> <p>Our students are a diverse group from a diverse catchment area. We do all we can to encourage the development of each child. By providing fun, positive learning experiences that are inclusive and supportive of all students, we help them to engage in their own learning and to set goals for academic, social and physical achievement.</p> <p>Porter is located steps away from Como Lake and near major transportation links.</p> <p>With a current population of about 365 students, it is one of the district's larger elementary schools.</p> <p>Constructed in the early 1960's, Ecole Porter Street School is a large, single-level facility on spacious, open property. The school has a grass field and a large all-weather field that is lit at night and is used by community athletic groups. The school also has two large playground areas with new play structures.</p>
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Goal / Inquiry Student learning	To learn Self-Regulated Learning (SRL) tools and strategies to teach students so they can better regulate their emotions in order to increase student achievement across all areas of the curriculum.
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Rationale 1-3 reasons for choosing goal	<p>We believe and know that a child who is self-aware and has a 'toolkit' of self-regulation strategies is more calm, secure, alert and engaged. This contributes to a happier and more successful student as well as a well-functioning classroom and school.</p> <p>The Porter Staff has, the last several years, noticed a growing number of students who:</p> <ul style="list-style-type: none"> ○ are unable to recognize their emotions and the influence their emotions have on their behaviour and attitude ○ are unable to self-regulate or have great difficulty doing so resulting in significant difficulties remaining alert and engaged ○ are struggling with anxiety
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<p>References and sources to support actions</p>	<ul style="list-style-type: none"> • Self-Regulation Resources - SD43 Learning Services website • The Ruler Approach with Miriam Miller • The Zones of Regulation • Collaborative for Academic, Social, Emotional Learning (CASEL - Success in School. Skills for Life.) • The Heart and Mind Index • The Whole Brain Child & other resources by Siegel and Bryson
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<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>The Journey Continues...</p> <p>2015 April:</p> <ul style="list-style-type: none"> • Porter Street staff unanimously voted to change our APL goal from Reading Comprehension to Social-Emotional Learning <p>2016-2017 Highlights:</p> <ul style="list-style-type: none"> • Fri Sept 25 ProD: afternoon workshop with Miriam Miller; explored definition of SEL and CASEL Social and Emotional Core Competencies • Identified SEL Core Competencies of Self-Management and Self-Awareness as specific areas we would like to focus on for 2015/2016 and beyond • 2016 January: <i>What is Social-Emotional Learning? A Parent Information Evening with Miriam Miller</i> What is Social-Emotional Learning? How and why is it important with respect to student learning? What impact does SEL have on student-achievement? How and why is SEL important in our lives? What and how can teachers/schools do to teach and weave SEL into our daily practice? These are some of the questions our staff is asking • 2016 May: <ul style="list-style-type: none"> ○ first implementation of school-based created assessment, <i>APL – SEL 2016 Spring SRL Assessment (May 2016)</i> ○ We adapted from the Dalai Lama Centre for Peace and Education. http://www.dalailamacentre.org The Heart and Mind Index draws upon work done by the University of British Columbia's Early Developmental Instrument (EDI). The Heart and Mind Index extracts themes from the EDI to create specific descriptors around Social Emotional Learning. ○ Our staff have taken the domain of <i>Alert and Engaged</i> and adapted this domain with CASEL's <i>Self-Management</i> to create a rubric each K – 5 teacher has completed for each student in their class ○ In addition, our staff have taken the domain of <i>Calm and Secure</i> and adapted this domain with CASEL's <i>Self-Awareness</i> to create a rubric each K – 5 teacher has completed for each student in their class
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2016-2017, 2017-2018, 2019-2020 Highlights:

Continued with:

- monthly assemblies will have a portion dedicated to *Alert and Engaged* and/or *Calm and Secure*
- Staff Meetings will have a portion of time dedicated to activities and/or discussions
- Collaboration Time provided
- after-school meeting time will be scheduled for those interested staff to review, discuss, share and plan
- daily Morning PA Announcement inclusion of SEL Messages
 - Introduction of School Goal – Self-Regulated Learning
 - Calming Strategies
 - Core Competencies
 - Impulse Control Strategies
 - Anger Control Strategies
 - Optimism
- visual reminders on bulletin boards
- encourage teachers to be trained with RULER; a number of us have completed this training
- each enrolling teacher and our LST have committed to learning about and implementing one or more SRL strategies on an ongoing year-round basis
 - Examples include:
 - Zones of Regulation
 - How fast is your motor running?
 - Classroom Design
 - Proprioceptive Strategies
 - Fidget materials
 - Creation of SRL Toolbox

Our staff has just completed our May 2019 SEL assessment; we will be reviewing and discussing the results next Fall 2019; we will discuss our results in each of the six domains; we will discuss next steps (adjusting our practice)

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.

Documentation of Learning:

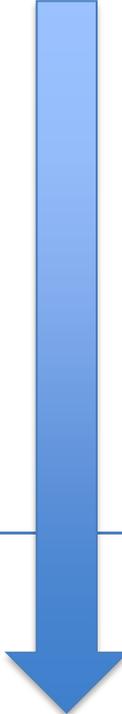
How did your actions make a difference?

- Staff just completed our fourth annual *APL – SEL Spring SRL Assessment (May 2019)*
 - Staff time and focus this past 2018-2019 school year continued on the new curriculum, new reporting template, student self-assessments and, therefore, **continuing** with what we established for our 2016-2017 APL
 - This data will, hopefully, indicate what type of difference we are making

Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.

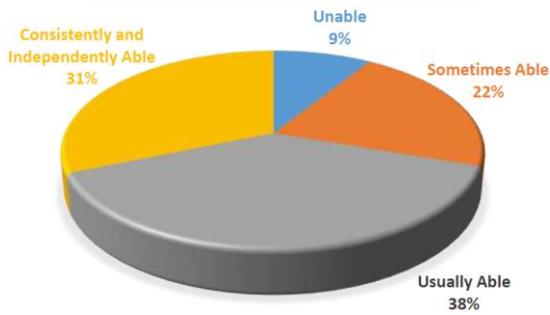
1. Year-end Spring assessment
2. Work samples
3. Photos/video

<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>Parents: updates at PAC Meetings, newsletters and websites, bulletin boards (photo evidence; language of; examples of strategies in a student’s ‘tool kit’</p> <p>Teachers and Support Staff: ProD, Collaboration Time, Staff Meetings, after school meetings, district workshops and in-service</p> <p>Students: adding to a student’s SRL <i>tool kit</i>; photo-evidence of students using SRL strategies; students presenting at assemblies</p>
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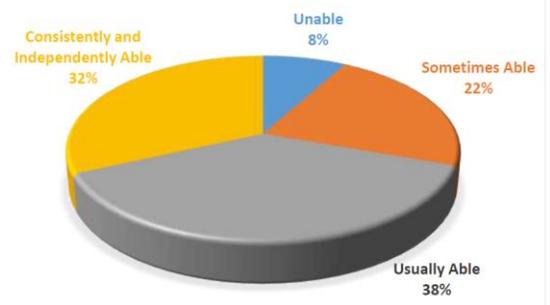
<p>Reflection Highlights</p> <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? <p style="text-align: center;">2019 May SEL Assessment RESULTS:</p> 	<p>Where are we now?</p> <ul style="list-style-type: none"> ▪ another wonderful and productive year ▪ completed fourth year with focus on: Self-Awareness (Calm and Secure) and Self-Management (Alert and Engaged) ▪ Assessment tool established (see attached rubric) <ul style="list-style-type: none"> <i>APL – SEL Spring SRL Assessment (May 2019)</i> <ul style="list-style-type: none"> ○ <i>Assessing Self-Awareness / Calm and Secure Rating Scale</i> ○ <i>Assessing Self-Management / Alert and Engaged Rating Scale</i> <p>Results:</p> <p>What are some patterns emerging?</p> <ul style="list-style-type: none"> ▪ APL – SEL Spring SRL Assessment (May 2019) results just below ▪ this is our third year of SEL data collected; we will review data of the last four year-end assessments in the Fall 2019 ▪ With respect to: <ul style="list-style-type: none"> ○ Assessing Self-Awareness / Calm and Secure ○ Assessing Self-Management / Alert and Engaged we do, however, want to decrease the percentage of students UNABLE and SOMETIMES ABLE and increase the percentage of students USUALLY ABLE and CONSISTENTLY AND INDEPENDENTLY ABLE <p><u>We want to further explore / we wonder:</u></p> <ul style="list-style-type: none"> • To continue both classroom and school-wide activities to assist teachers help students to better self-regulate? <p><u>Academic Reflections:</u></p> <ul style="list-style-type: none"> • We look forward to our Spring 2020 Year-End SEL Assessment • We may implement a mid-year SEL assessment (still ‘on the table’)
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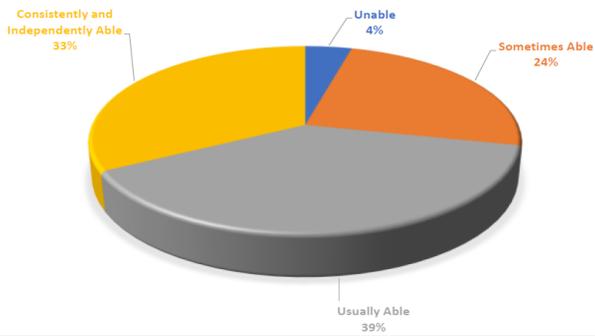
**PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
 SELF-MANAGEMENT/ALERT AND ENGAGED
 PERCENTAGE OF K-5 STUDENTS: ALERT AND FOCUSED
 TOTAL # OF STUDENTS: 373**



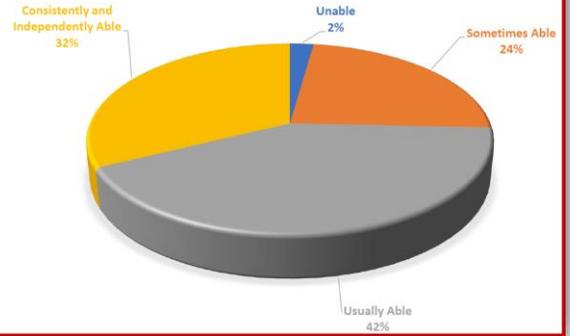
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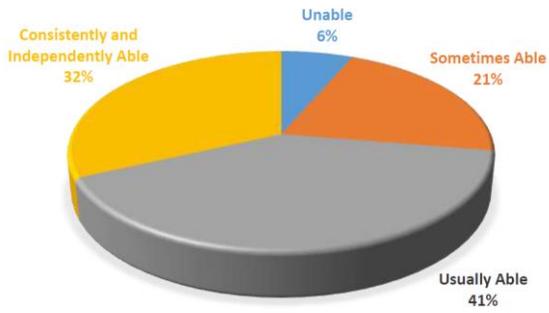
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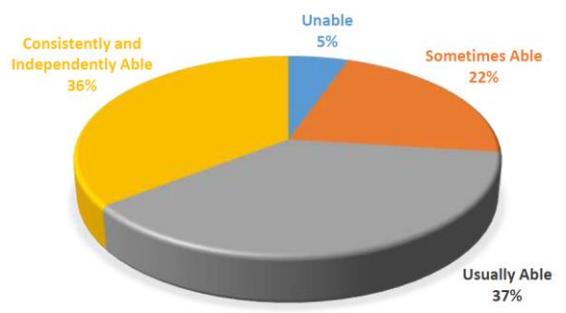
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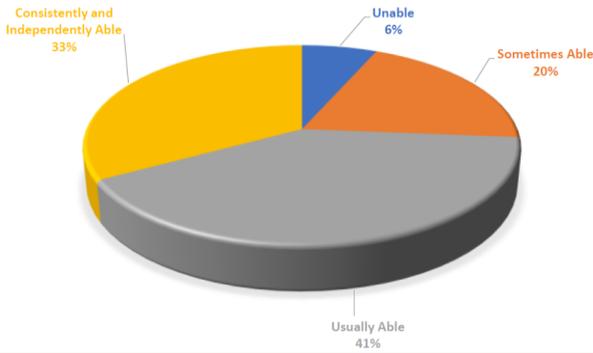
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 SELF-MANAGEMENT/ALERT AND ENGAGED
 PERCENTAGE OF K-5 STUDENTS: REGULATING EMOTIONS
 TOTAL # OF STUDENTS: 373



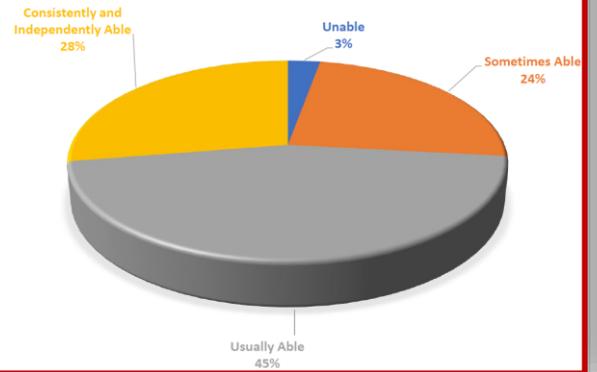
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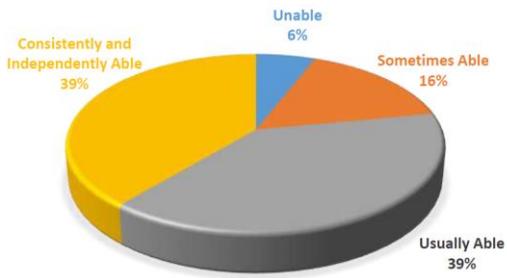
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 SELF-MANAGEMENT/ALERT AND ENGAGED
 PERCENTAGE OF K-5 STUDENTS: REGULATING EMOTIONS
 TOTAL # OF STUDENTS: 369



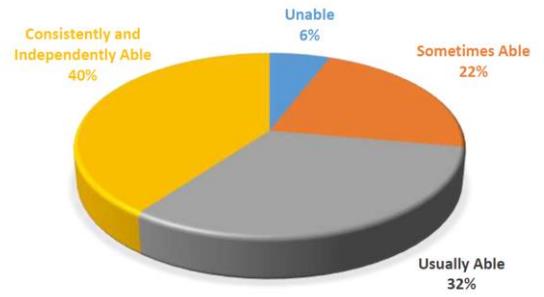
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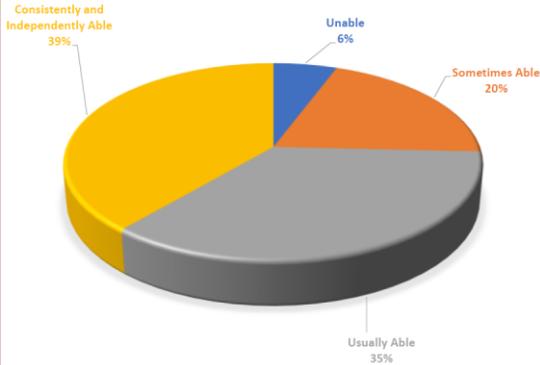
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 SELF-MANAGEMENT/ALERT AND ENGAGED
 PERCENTAGE OF K-5 STUDENTS: DEMONSTRATING SELF-CONTROL
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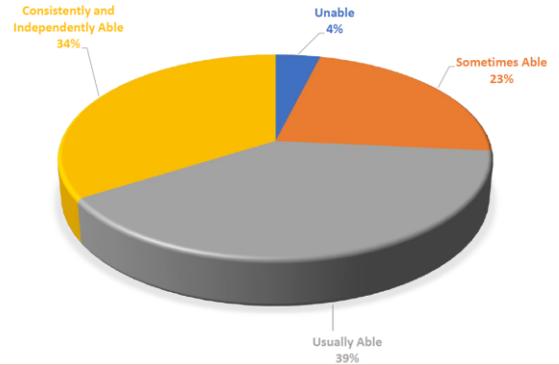
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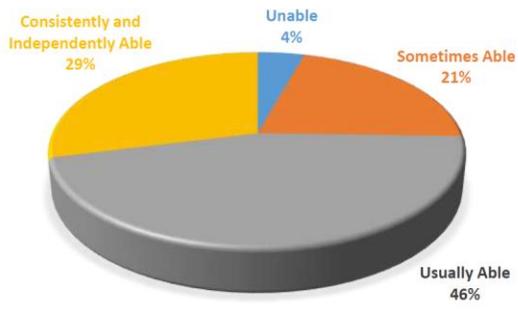
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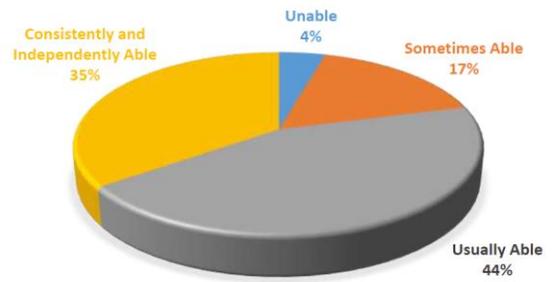
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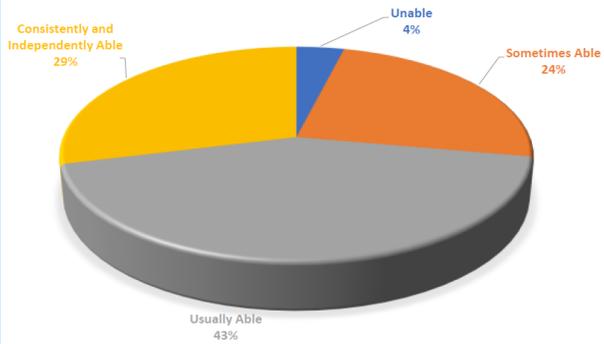
PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
SELF-AWARENESS/SECURE AND CALM
PERCENTAGE OF K-5 STUDENTS: RECOGNIZING EMOTIONS
TOTAL # OF STUDENTS: 373



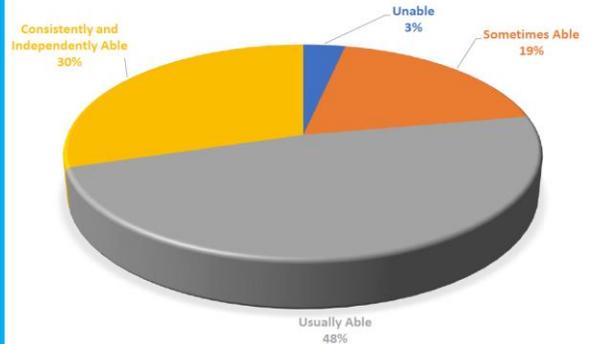
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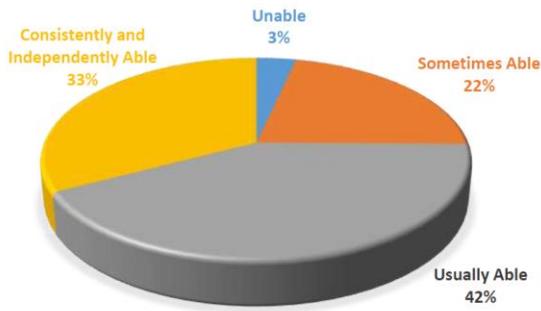


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PERCENTAGE OF K-5 STUDENTS: RECOGNIZING EMOTIONS
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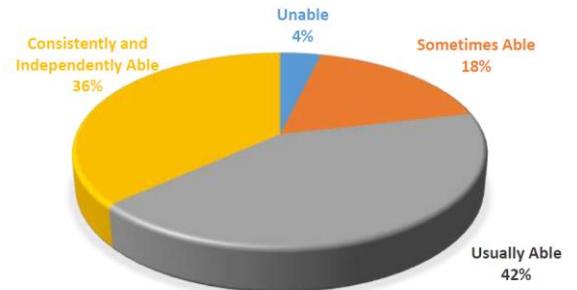
PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
SELF-AWARENESS/SECURE AND CALM
PERCENTAGE OF K-5 STUDENTS: BEING CALM AND FEELING
SECURE

TOTAL # OF STUDENTS: 373



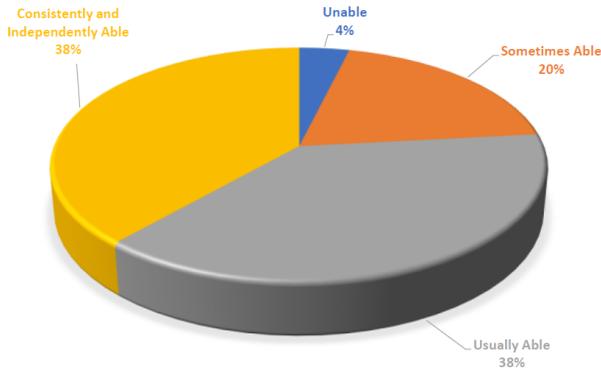
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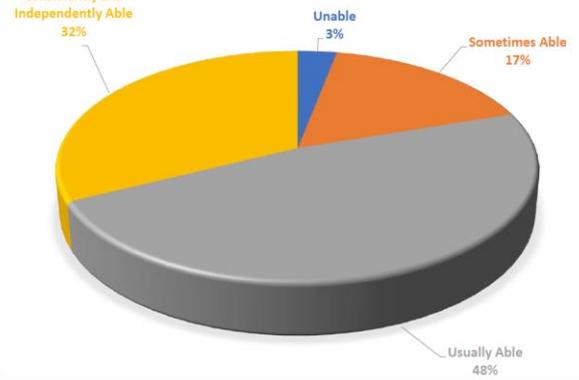
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SECURE

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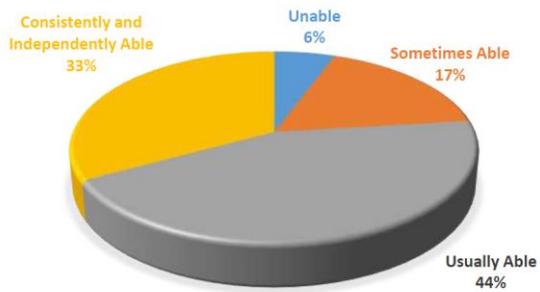


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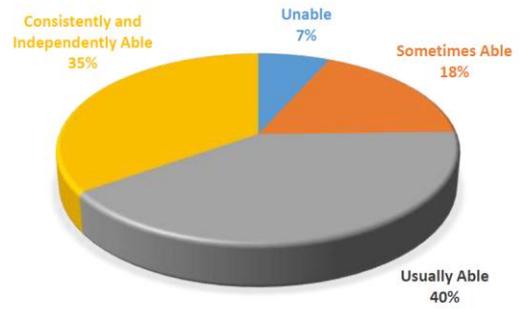
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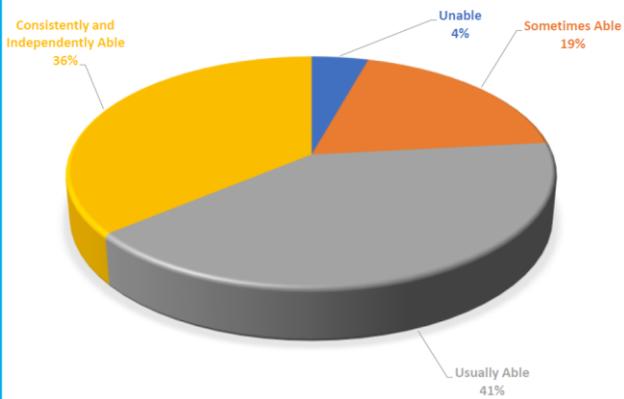
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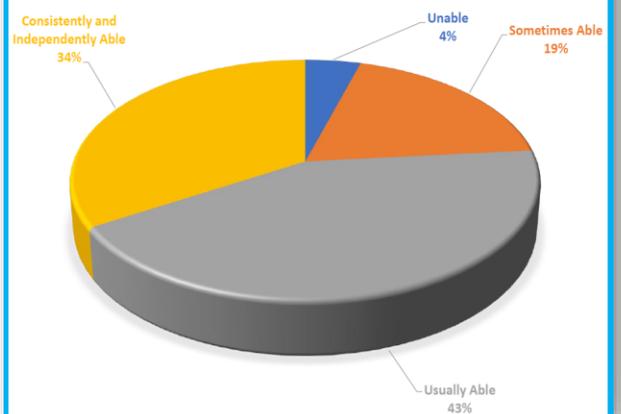
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 SELF-AWARENESS/SECURE AND CALM
 PERCENTAGE OF K-5 STUDENTS: BEING RESILIENT
 TOTAL # OF STUDENTS: 362



Porter Street Elementary Action Plan for Learning

We have handed in our CABOTJ hardcopy data to Learning Services to input into MyEduc – we will include our 2019-2020 data once it is received.

Literacy Data (2014/2015 - 2017/2018)

Classroom Assessment

Report for: **Porter Street Elementary School**

Kindergarten Oral Language, Shared Reading and Viewing and Writing

2016/2017 - Participation rate: 100%

at each level

	Beginning	Emerging	Developing	Applying
All Students	1	19	41	1
Female	1	7	27	-
Male	-	12	14	1
Aboriginal	-	-	-	-
EAL	1	4	7	-

n=62; Aboriginal n=0; EAL n=12

Note: All Students includes EAL and Aboriginal students

Kindergarten Oral Language, Shared Reading and Viewing and Writing

2015/2016 - Participation rate: 100%

at each level

	Beginning	Emerging	Developing	Applying
All Students	8	22	31	3
Female	4	8	21	1
Male	4	14	10	2
Aboriginal	MSK	MSK	MSK	MSK
EAL	6	6	1	-

n=64; Aboriginal n=2; EAL n=13

Note: All Students includes EAL and Aboriginal students

Kindergarten Oral Language, Shared Reading and Viewing and Writing

2014/2015 - Participation rate: 100%

at each level

	Beginning	Emerging	Developing	Applying
All Students	7	19	33	2
Female	4	14	11	1
Male	3	5	22	1
Aboriginal	MSK	MSK	MSK	MSK
EAL	4	2	2	-

n=61; Aboriginal n=2; EAL n=8

Note: All Students includes EAL and Aboriginal students

Grade 1 Reading

2016/2017 - Participation rate: 102%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	10	15	30	6
Female	2	11	16	3
Male	8	4	14	3
Aboriginal	MSK	MSK	MSK	MSK
EAL	4	2	2	-

n=61; Aboriginal n=1; EAL n=8

Note: All Students includes EAL and Aboriginal students

Grade 1 Reading

2015/2016 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	11	14	30	11
Female	4	7	14	3
Male	7	7	16	8
Aboriginal	MSK	MSK	MSK	MSK
EAL	3	1	1	-

n=66; Aboriginal n=4; EAL n=5

Note: All Students includes EAL and Aboriginal students

Grade 1 Reading

2014/2015 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	10	9	32	12
Female	7	2	16	7
Male	3	7	16	5
Aboriginal	1	-	4	1
EAL	6	1	4	-

n=63; Aboriginal n=6; EAL n=11

Note: All Students includes EAL and Aboriginal students

Grade 2 Writing

2016/2017 - Participation rate: 133% (89 Tested - 67 Students)

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
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All Students	15	29	38	7
Female	6	15	18	2
Male	9	14	20	5
Aboriginal	-	3	3	-
EAL	4	-	2	-

n=89; Aboriginal n=6; EAL n=6

Note: All Students includes EAL and Aboriginal students

Grade 2 Writing

2015/2016 - Participation rate: 81%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	10	9	28	4
Female	6	4	17	3
Male	4	5	11	1
Aboriginal	1	2	4	-
EAL	1	2	1	1

n=51; Aboriginal n=7; EAL n=5

Note: All Students includes EAL and Aboriginal students

Grade 2 Writing

2014/2015 - Participation rate: 102% (59 Assessed – 58 Students)

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	10	15	27	7
Female	4	6	19	4
Male	6	9	8	3
Aboriginal	MSK	MSK	MSK	MSK
EAL	2	1	3	-

n=59; Aboriginal n=1; EAL n=6

Note: All Students includes EAL and Aboriginal students

Grade 3 Reading

2016/2017 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	7	18	23	11
Female	2	7	15	7

Male	5	11	8	4
Aboriginal	1	2	1	1
EAL	MSK	MSK	MSK	MSK

n=59; Aboriginal n=5; EAL n=3

Note: All Students includes EAL and Aboriginal students

Grade 3 Reading

2015/2016 - Participation rate: 60%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	-	5	16	14
Female	-	2	9	8
Male	-	3	7	6
Aboriginal	MSK	MSK	MSK	MSK
EAL	MSK	MSK	MSK	MSK

n=35; Aboriginal n=1; EAL n=0

Note: All Students includes EAL and Aboriginal students

Grade 3 Reading

2014/2015 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	3	17	32	10
Female	-	8	13	5
Male	3	9	19	5
Aboriginal	MSK	MSK	MSK	MSK
EAL	1	3	4	-

n=62; Aboriginal n=4; EAL n=8

Note: All Students includes EAL and Aboriginal students

Grade 3 Solving Problems in Peaceful Ways

2016/2017 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	2	17	32	8
Female	-	7	19	5
Male	2	10	13	3
Aboriginal	-	1	4	-

EAL	MSK	MSK	MSK	MSK
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n=59; Aboriginal n=5; EAL n=4

Note: All Students includes EAL and Aboriginal students

Grade 3 Solving Problems in Peaceful Ways

2015/2016 - Participation rate: 71%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	2	3	28	8
Female	-	-	20	6
Male	2	3	8	2
Aboriginal	MSK	MSK	MSK	MSK
EAL	MSK	MSK	MSK	MSK

n=41; Aboriginal n=2; EAL n=4

Note: All Students includes EAL and Aboriginal students

Grade 3 Solving Problems in Peaceful Ways

2014/2015 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	3	15	38	6
Female	-	5	16	4
Male	3	10	22	2
Aboriginal	MSK	MSK	MSK	MSK
EAL	-	2	3	-

n=62; Aboriginal n=4; EAL n=5

Note: All Students includes EAL and Aboriginal students

Grade 5 Mathematics

2016/2017 - Participation rate: 74%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	4	16	24	7
Female	3	8	9	3
Male	1	8	15	4
Aboriginal	MSK	MSK	MSK	MSK
EAL	MSK	MSK	MSK	MSK

n=51; Aboriginal n=1; EAL n=1

Note: All Students includes EAL and Aboriginal students

Grade 5 Mathematics

2015/2016 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	2	11	33	11
Female	1	6	20	4
Male	1	5	13	7
Aboriginal	MSK	MSK	MSK	MSK
EAL	MSK	MSK	MSK	MSK

n=57; Aboriginal n=3; EAL n=1

Note: All Students includes EAL and Aboriginal students

Grade 5 Mathematics

2014/2015 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	3	19	32	12
Female	1	14	19	7
Male	2	5	13	5
Aboriginal	-	2	1	2
EAL	MSK	MSK	MSK	MSK

n=66; Aboriginal n=5; EAL n=1

Note: All Students includes EAL and Aboriginal students

Porter Street Elementary Action Plan for Learning Literacy Data - May 2019

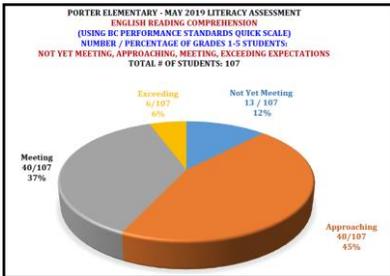
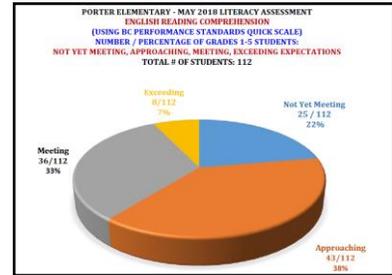
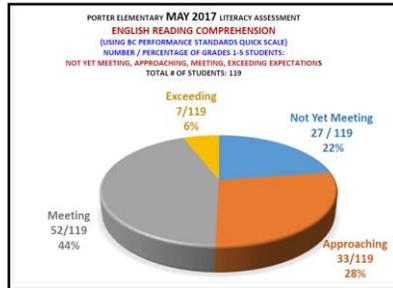
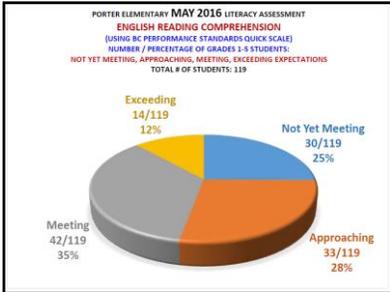
School Assessment

Porter Street and SD43 (Coquitlam) District Literacy Belief:

Valuing teachers' judgments, while at the same time, providing the support and opportunities for learning is an effective and lasting approach; it increases capacity and changes practice

ENGLISH

Reading Comprehension Analysis & Summary of Progress of our English Grade 1 – 5 students:



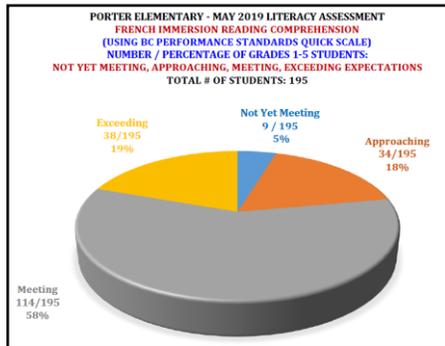
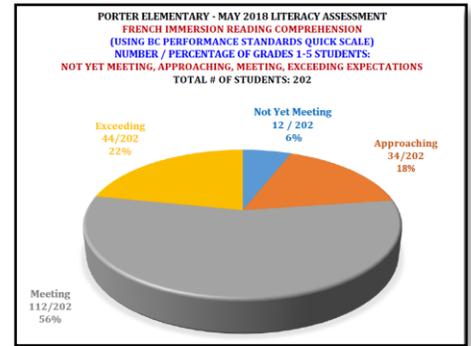
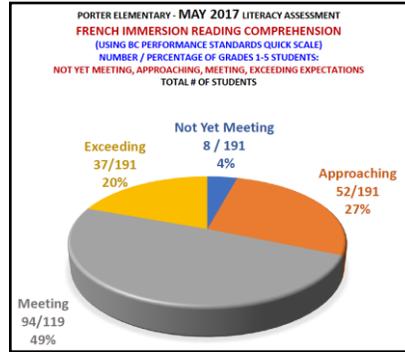
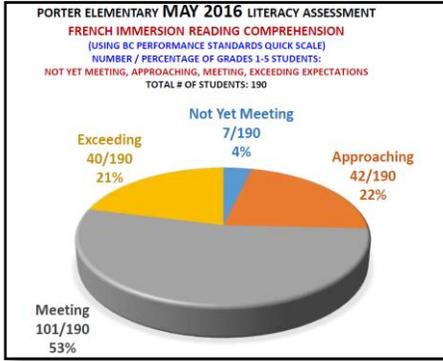
ENGLISH ALL Gr 1-5 students	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	97/117=83%	89/119=75%	92/119=77%	87/112=78%	94/107=88%	+10%
Meeting or better	68/117=58%	56/119=47%	59/119=50%	44/112=40%	46/107=43%	+3%

ENGLISH FEMALE	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	53/64=83%	44/57=77%	41/49=87%	41/50=82%	41/47=87%	+5%
Meeting or better	39/64=61%	32/57=56%	24/49=49%	22/50=44%	23/47=50%	+6%

ENGLISH MALE	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	44/53=83%	45/62=73%	51/70=73%	46/62=68%	53/60=88%	+20%
Meeting or better	29/53=55%	24/62=39%	35/70=50%	22/62=36%	23/60=38%	+2%

FRENCH IMMERSION

Reading Comprehension Analysis & Summary of Progress of our French Immersion Grade 1 – 5 students:



French Immersion ALL Gr 1-5 students	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	195/197=98%	183/190=96%	183/191=96%	190/202=94%	186/195=95%	+1%
Meeting or better	160/197=81%	141/190=74%	141/191=74%	156/202=77%	152/195=78%	+1%

French Immersion FEMALE	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	101/103=98%	93/98=95%	93/97=96%	109/112=97%	105/109=96%	-1%
Meeting or better	86/103=84%	74/98=76%	70/97=72=%	93/112=83%	93/109=85%	+2%

French Immersion MALE	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	90/91=99%	90/92=98%	91/94=97%	81/90=90%	81/86=94%	+4%
Meeting or better	73/91=80%	67/92=73%	62/94=66%	63/90=70%	59/86=69%	-1%

Signatures

School Name: Porter	School Goal: Social Emotional Learning	School Year: For 2019-2020
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Title	Name	Signature
Principal	Derek Passaglia	
Assistant Superintendent	Carey Chute	