

Action Plan for Learning

	School Name: Porter Street Elementary
	School Goal: Social Emotional Learning
	School Year: 2015/2016

Goal / Inquiry Student learning	To use strategies and structures of Self-Regulated Learning (SRL) to teach students how to manage their emotions and stress in order to increase student achievement across all areas of the curriculum.
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • The Porter Staff has, the last several years, noticed that a growing number of students beginning school are unable to self-regulate or have great deal of difficulty doing so • We have a growing number of students struggling with anxiety • We believe and know that self-regulated learners contribute to a well-functioning classroom and school
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References and sources to support actions	<ul style="list-style-type: none"> • The Ruler Approach with Miriam Miller • The Zones of Regulation • Collaborative for Academic, Social, Emotional Learning (CASEL - Success in School, Skills for Life.) • LIF meetings (3 per year) • The Heart and Mind Index • The Whole Brain Child & other resources by Siegel and Bryson
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Backup Documentation	
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Planned Actions Continuing practices working well (1-3) <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>At our April 2015 Staff Meeting, Porter Street staff unanimously voted to change our APL goal from Reading Comprehension to Social-Emotional Learning. Staff is extremely excited about our new APL focus and area of inquiry.</p> <p>Our plan includes beginning our SEL journey:</p> <ul style="list-style-type: none"> • Using our Sept 2015 ProD to establish our implementation plan for the 2015/2016 school year; establishing values and purpose statements; knowing that this journey is organic and dynamic; that it must be authentic and meaningful to all <p>Our monthly assemblies will focus on SEL and our school motto, <i>Take care of yourself, take care of each other, take care of this place. Together we are better.</i></p> <p>Staff meetings will have a portion of time dedicated to activities and/or discussions on our progress; this will be facilitated by staff willing to be part of our <i>SEL Team</i>.</p> <p>Collaboration Time will be provided for groups of teachers to review, discuss, share and plan.</p>
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	<p>After-school meeting time will be scheduled for those interested staff to review, discuss, share and plan.</p> <p>Sharing with our parents by way of report-outs at PAC and SPC meetings; inclusion in our newsletters.</p> <p>We are hoping to have a <i>Parent SEL Evening</i> evening in the Fall and one in the new year on the topic of SEL/SRL.</p>
Backup Documentation	

<p>Documentation of learning 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>Possible Documentation:</p> <ul style="list-style-type: none"> • Teacher List of Actions: Collected in the Nov 2015 Staff Meeting. • Report Card Data Nov 2015 Academic Learning: reading, writing and numeracy using the measurement rubric language designed for the report card • Heart & Mind Index: based on teacher judgment, do children need support, occasional reminders or can they consistently and independently be: alert & engaged, secure & calm, able to solve problems peacefully, compassionate & kind and able to get along with others.
Backup Documentation	

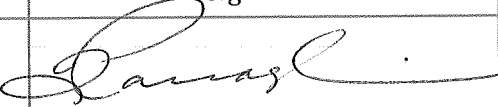



<p>Reflection Highlights</p> <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p>We are seeing that:</p> <ul style="list-style-type: none"> • our younger children are less and less able to self- regulate • that our older children are regulated for the most part but the number of our older students less able to self-regulate seems to be growing as well • We are not quite sure what to attribute this to; hence, our new APL focus starting in 2015/2016 and going forward <ul style="list-style-type: none"> • Learning readiness? • Age; what part of the year are birthdays? • Less family time? Parents working long hours? Parents working more than one job? • Students on screens? • Effective Supports: as we attend to the individual needs of a child we build strategies around them to help them regulate. <p><u>We want to further explore:</u></p> <ul style="list-style-type: none"> • To be determined at our Sept 2015 PD • How our focus on SEL/SRL effects student achievement in Reading, Writing and Math
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	<ul style="list-style-type: none"> • What methods/tools of measurement should we use? What exists? Purpose? • What questions do we have? • How do we share with our families? How can we involve our families in an authentic and meaningful manner? <p>Academic Reflections:</p> <ul style="list-style-type: none"> • We will establish a baseline in Nov 2015 in Reading, Writing and Numeracy <p>We wonder:</p> <ul style="list-style-type: none"> • Why are students starting school less able to self-regulate compared to past years? • How do we meet these individual and collective needs without overwhelming and stressing our teachers?
Backup Documentation	

<p>Literacy Data Attach the following :</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	<ul style="list-style-type: none"> • Classroom Assessment Based on Teacher Judgement Porter Focus: Reading Comprehension (Grades 1 – 5) <ul style="list-style-type: none"> ○ <u>APL 2015-2016 - May 2015 Literacy Data Summary Report (Reading Comprehension)</u> • School Assessment Based on Teacher Judgement (K – 5) (completed by Porter K – 5 Teachers; data collated by district) • FSA 2015 (tba) • Satisfaction Survey 2015 (tba) <p>Reflection:</p> <ul style="list-style-type: none"> • 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 <p>We Wonder:</p> <ul style="list-style-type: none"> • To what degree focusing on SRL will affect our reading comprehension data
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Signatures

School Name: Porter Street Elementary	School Goal: Social Emotional Learning	School Year: 2015/2016
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Derek Passaglia	
Parent	Ed Sagarbarria 2015/2016 PAC Co-Chair	
Parent	Julio Pastora 2015/2016 PAC Co-Chair	
Parent	Wendy Oloman 2015/2016 PAC Executive SPC Rep	
Recommended by Assistant Superintendent:		
Assistant Superintendent	Carey Chute	
Board and Superintendent Approval:		
Board Chair	Judy Shirra	
Superintendent	Patricia Gartland	

Print this page, have it signed by School Planning Council, scan it and attach it here	
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