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| **Action Plan for Learning** | |
|  | **School Name: Seaview Community School** |
| **School Context Link: www.sd43.bc.ca/seaview** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2018-2019** |

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| Goal / Inquiry  Student learning | To grow students’ social, academic and personal self-awareness and management reinforcing self-regulation and executive functioning skills and ensuring all students thrive at school. |

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| Rationale  1-3 reasons for choosing goal | 1. Developing self-regulation skills across domains strengthens students’ readiness to learn and ability to manage social and academic demands at school. 2. Growing students’ awareness and ability to identify personal strategies to approach learning at school is essential for optimizing both individual and group success. 3. Teacher observations and student self-assessment data demonstrate growth in self-regulation skills and indicate a focus on further developing self-regulated learning strategies at school. |

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| References and sources to support actions | * Executive Skills in Children and Adolescents – Dawson / Guare * Safe and Caring Learning Communities framework * Self-Regulation learning team activities and staff collaborations * *Canadian Self-Regulation Initiative* resources * Self Reg – Stuart Shanker |
| 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? | With formalized opportunity for staff to share and collaborate regarding our students’ development of skills and understanding in self-regulation/Executive Functioning and ongoing parent communication we sustain our commitment to our school goal. Professional dialogue and learning is ongoing as we deepen our work in this social-emotional learning.  Moving forward, the Seaview teachers and students will:   * Continue our focus on the executive functioning (academic) areas of self-regulation. Specifically:   + Implement the “Get Ready – Do – Done” model   + The “Sweep of time”   + “Learning Zones”   + Situational Awareness – “STOP” * Ensure ongoing structures and strategies are in place to support the professional learning through professional development, professional readings, and Chat and Chew sessions. * Engage with Lynda Swain and Anna Lenarczyk in a year long series of afterschool session regarding executive functioning. Based on teacher data from last year we are beginning with “Attention and Focus” scheduled for 3:15 on Oct 23rd. * Refine our use of the Sensory Room / Self Regulation classroom to ensure that it is seen as a tool for self regulation (Allowing student to return to class calm, alert and ready to learn, and a learning space for Self Regulation strategies that can then be transferred back to the classroom environment.   Involving parents, Seaview staff will:   * Continue communicating and providing parent education in the school newsletter’s, focusing on information in the area of executive functioning, and the specific models being implemented in our classrooms. * Gather feedback and provide opportunity for parent collaboration through formal and informal structures such as P.A.C. meetings, Our Inquiry Open House, and informational nights. |
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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. | Data   * We have chosen data focused on our grade three students this year. The charts below show the Fall and Spring results from the following student ranked questions:   Do you help others?  Are you respectful?  Are you calm, alert and ready to learn?  Do you have strategies to get yourself ready to learn when needed?  Throughout the year we have focused on these areas with our students through our work with Self Regulation and Executive Functioning. We have noticed students using the specific strategies modelled in the class to keep them selves calm alert and ready to learn. |
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| School Community Engagement Process   * 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? | Engagement in our school goal is an ongoing component of the culture and climate of the school. The following is a sampling of structures in place to support ongoing learning and communication of our goal:   * Staff meeting collaborative topical sessions. Specifically, teachers each hosting a meeting and taking the first 15 minutes to share some of their own practice. * Chat ‘n Chews learning team sessions for staff * Group development of communicating student learning opportunities * In-class co-teaching collaborations with Student Services for teacher observations, class climate building and feedback loop * Parent education in the Newsletter * Collaborative discussions at P.A.C. Meetings. * Inquiry Open House (January) * School-wide monthly assemblies, specifically student work sharing in this area and daily student recognition using the Seaview Tree. * Sharing of hands-on structures and strategies: Zones of Regulation, Mood Meter, class meetings, sharing circles, Sensory Tool kits |
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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? | Seaview has been working on Self Regulation for many years, focusing specifically on Executive Functioning over the past two years. Our staff has found that most of this work has become solidified amongst our staff and is now ‘part of what we do’ as a school.  Our early primary students seem to come in every year with similar needs, and our early primary program is well suited to meet their needs. As a community we have found that the mental health of our older students tends to struggle, especially in the area of anxiety, and this is an area we would like to focus on in upcoming years.  Next year we plan to work with our older students to identify feeling of anxiousness and look to implement strategies to help them manage their stress. |
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**(Delete this section if Literacy is your main goal)**

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| **Literacy Data**  Attach the following:   * Classroom Assessment * School Assessment * FSA results |  |

Signatures

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| School Name: Seaview | School Goal: Social Emotional Learning | School Year: 2018-2019 |

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| Title | Name | Signature |
| Principal | **Frank Pearse** |  |
| Assistant Superintendent | **Carey Chute** |  |

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| Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here |  |