

Goal Setting

Overall Goal: Kindergarten students will gain a better understanding of Zones of Regulation and begin to not only identify which zone they are in, but also strategies to move zones.

Needs Assessment / Where Are We Now?

1st CYCLE OF INQUIRY

Theory of Action: Due October 12, 2018

If/then statement: IF we teach students about Zones of Regulation including self-regulation strategies, THEN students' ability to self-regulate will improve.

DATA:
Monitoring the IF:
Based on the *co-constructed success criteria* for educator learning. (e.g. criteria for providing effective descriptive feedback)

Monitoring the THEN:
Based on the *co-constructed success criteria* for the pre, mid and post assessments of student learning (e.g. success criteria for use of Zones of Regulation)



PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018

Zones of Regulation Baseline Data (Oct. 2018)						
Each classroom selected 5 focus students	# of students who demonstrate and understanding of the Zones			# of students who demonstrate an understanding of strategies		
	no	some	yes	no	some	yes
Kindergarten # 1 Jeffrey/ King/ Amyotte	1	1	3	3	1	1
Kindergarten # 2 Bischof/ Gagne/ Kaufman	1	2	2	3	0	2
Kindergarten # 3 Brewin/ Baker	2	2	1	4	1	0
Kindergarten # 4 Jackson/ Aube	1	1	3	3	1	1

QUALITATIVE ANECDOTES – DUE: October 12, 2018

- All Kindergarten classrooms are using the Zones of Regulation language with their students.
- All Kindergarten classrooms have a Zones of Regulation station where students can identify which zone they are in.
- Teachers are beginning to use Read Aloud texts as opportunities to talk with students about the characters and the zones that the characters are in.
- 2 out of 4 Kindergarten educators are documenting what students are saying about Zones of Regulation.

MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018

Zones of Regulation Data (Nov. 2018)						
Each classroom selected 5 focus students	# of students who demonstrate and understanding of the Zones			# of students who demonstrate an understanding of strategies		
	no	some	yes	no	some	yes
Kindergarten # 1 Jeffrey/ King/ Amyotte	0	0	5	2	2	1
Kindergarten # 2 Bischof/ Gagne/ Kaufman	0	0	5	2	1	2
Kindergarten # 3 Brewin/ Baker	0	0	5	2	3	0
Kindergarten # 4 Jackson/ Aube	0	0	5	2	2	1

QUALITATIVE ANECDOTES – DUE: November 16, 2018

- All Kindergarten classrooms continue to use Zones of Regulation language with their students.
- Many classrooms contain students who have ideas about the kinds of strategies they can use to move between zones.
- We have established a Zones Room in Kindergarten for those students who are often in the Red Zone. Zones learning and strategies are part of their time in this space.
- All Kindergarten educators are documenting what students are saying about Zones of regulation.
- 100% of Kindergarten educators commented on Zones of Regulation on student Progress Reports.

POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019

Zones of Regulation Data (Feb. 2019)						
Each classroom selected 5 focus students	# of students who demonstrate and understanding of the Zones			# of students who demonstrate an understanding of strategies		
	no	some	yes	no	some	yes
Kindergarten # 1 Jeffrey/ King/ Amyotte	0	0	5	1	0	4
Kindergarten # 2 Bischof/ Gagne/ Kaufman	0	0	5	1	0	4
Kindergarten # 3 Brewin/ Baker	0	0	5	1	1	3
Kindergarten # 4 Jackson/ Aube	0	0	5	1	1	3

QUALITATIVE ANECDOTES – DUE: February 8, 2019

- All Kindergarten classrooms continue to use Zones of Regulation language with their students.
- All Kindergarten classrooms contain students who have ideas about the kinds of strategies they can use to move between zones.
- Students who have not met the goals regarding zones, and who require additional support, access our Zones Room daily, where they engage in learning specifically connected to learning about self-regulation.
- All Kindergarten educators continue to document what students are doing and saying with regards to Zones of Regulation.
- 100% of Kindergarten educators commented on Zones of Regulation on student Report Cards- Term 2.
- We are building our read aloud library to emphasize the importance of understanding another's point of view.



PLAN – DUE: October 12, 2018

Through purposeful planning using some release time to help educators learn from one another and have time to read more about Zones of Regulation, we will work as a team to gather similar documentation of student use of Zones as a way to improve their self-regulation strategies.

ACT – DUE: October 12, 2018

- 1) Educators will explore “Zones of Regulation” as well as Stuart Shanker’s work on self-regulation and stress.
- 2) Educators will purposefully select read alouds that promote discussion about zones of regulation.
- 3) Cindy Barkely, our SSP, will work with educators to respond to questions they may have about next steps in self-regulation learning.
- 4) Educators will explore how to use the One Note to gather documentation of how students are using Zones of Regulation and use this documentation to revisit concepts with students.
- 5) As a team, we will purposefully plan for and teach different strategies that students can use to move between zones (breathing, exercise, mindfulness, zones corner, etc.)
- 6) Educators will determine when they need to intervene in a situation involving students (safety, of course) and when they can wait and see how the students solve the issues.
- 7) Our Learning Team will begin to think about how we can leverage our learning about self-regulation and stress to other areas of the school and to home.

ASSESS – DUE: November 16, 2018 & February 8, 2019

- All Kindergarten classrooms continue to use Zones of Regulation language with their students.
- Many classrooms contain students who have ideas about the kinds of strategies they can use to move between zones.
- We have established a Zones Room in Kindergarten for those students who are often in the Red Zone. Zones learning and strategies are part of their time in this space.
- All Kindergarten educators are documenting what students are saying about Zones of regulation.
- 100% of Kindergarten educators commented on Zones of Regulation on student Progress Reports.
- Other classes are beginning to talk about Zones of Regulation with their classes.

ASSESS- February 8, 2019

- Educators have moved beyond talking about what Zones of Regulation are, to explicitly teaching strategies to move between zones.
- Many classrooms are using Mind Masters, Go Noodle, yoga, etc. to increase mindfulness and promote student and staff well being.
- Teams have met with SSP in order to refine plans for specific students who continue to demonstrate frequent red zone behaviours.
- We are in the process of redesigning two spaces in the school with a focus on calm.

REFLECT – DUE: November 16, 2018 & February 8, 2019

Next Steps:

- 1) Educators will continue to work with our SSP on finding resources to support their Zones programming.
- 2) We will spend some time understanding the brain and how it works so that we can teach students about what is happening in our brains when we feel stressed (in the red zone).
- 3) We will organize our Read Alouds so that they are easily accessible to students and educators who want to focus in a certain area.

REFLECT- February 8, 2019

Next Steps:

- 1) SSP will continue to provide ideas / strategies, particularly for our small group of students who continue to struggle with self-regulation daily.
- 2) We will continue to build our Read Aloud library so that students can focus on empathy and understanding the point of view of another. Our data suggests that students often go into the red zone as a result of not feeling understood.
- 3) Educators will pay close attention to the level of organization in our classrooms.
- 4) Principal is learning more about trauma informed classrooms and has partnered with Children’s Mental Health to gain a better understanding of how this can look in our school.
- 5) We feel that we want to shift gears a little bit for next month and begin a focus on sense of belonging within Westminster in order to align with the Director’s Work Plan.
- 6) We will begin by surveying our students to see how connected they feel to the school, students and staff and develop goals with our Parent Council and staff from there.

2nd CYCLE OF INQUIRY


Theory of Action:

Success Criteria:

- I develop a theory of action and an if/then statement that is a response to the challenge of practice.
- I use open pre and post classroom assessments to inform my cycle of inquiry and if/then statement.
- My “if” statement identifies a targeted, research-based assessment/instructional move(s) that intends to address my challenge of practice.

- My “then” statement identifies my intended student learning resulting from the learning need revealed from the needs assessment.
- There is a direct relationship between the instructional move and the desired student outcome.
- My if/then statement represents a significant evidence-based ‘thin slice’ or focused learning for both my educators and students.
- My if/then statement focuses on improved student achievement and gap closing for all learners.
- My if/then statement considers monitoring of the “if” (educator moves) and the “then” (student outcomes).
- I review my if/then statement for alignment and clarity.

If/then statement: IF we work together to create a survey and gather data on student sense of belonging at school, THEN we will be able to act in a purposeful manner to increase student wellness.

DATA:	PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019	MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019	POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019																																																																																							
<p>Monitoring the IF: Based on the <i>co-constructed success criteria</i> for educator learning. (e.g. criteria for providing effective descriptive feedback)</p> <p>Monitoring the THEN: Based on the <i>co-constructed success criteria</i> for the pre, mid and post assessments of student learning (e.g success criteria for use of Zones of Regulation)</p> 	<table border="1" data-bbox="761 445 1491 913"> <thead> <tr> <th colspan="3">Belonging in My School Community Survey (Gr. 1-6)</th> </tr> <tr> <th>Questions</th> <th># of students who answered no</th> <th>% of students answered no</th> </tr> </thead> <tbody> <tr><td>I feel safe at school.</td><td></td><td></td></tr> <tr><td>I usually feel happy at school.</td><td></td><td></td></tr> <tr><td>I feel like I fit in and belong in my classroom.</td><td></td><td></td></tr> <tr><td>I feel like I fit in and belong in my school.</td><td></td><td></td></tr> <tr><td>I have friends at school.</td><td></td><td></td></tr> <tr><td>Someone is mean to me almost every day.</td><td></td><td></td></tr> <tr><td>Using my WITS has helped me solve a problem.</td><td></td><td></td></tr> <tr><td>I have an adult who I can talk to and who listens to me.</td><td></td><td></td></tr> </tbody> </table> <p>***Once our survey has been administered to all students, I will upload the data.</p>	Belonging in My School Community Survey (Gr. 1-6)			Questions	# of students who answered no	% of students answered no	I feel safe at school.			I usually feel happy at school.			I feel like I fit in and belong in my classroom.			I feel like I fit in and belong in my school.			I have friends at school.			Someone is mean to me almost every day.			Using my WITS has helped me solve a problem.			I have an adult who I can talk to and who listens to me.			<table border="1" data-bbox="1516 445 2247 913"> <thead> <tr> <th colspan="3">Belonging in My School Community Survey (Gr. 1-6)</th> </tr> <tr> <th>Questions</th> <th># of students who answered no</th> <th>% of students answered no</th> </tr> </thead> <tbody> <tr><td>I feel safe at school.</td><td></td><td></td></tr> <tr><td>I usually feel happy at school.</td><td></td><td></td></tr> <tr><td>I feel like I fit in and belong in my classroom.</td><td></td><td></td></tr> <tr><td>I feel like I fit in and belong in my school.</td><td></td><td></td></tr> <tr><td>I have friends at school.</td><td></td><td></td></tr> <tr><td>Someone is mean to me almost every day.</td><td></td><td></td></tr> <tr><td>Using my WITS has helped me solve a problem.</td><td></td><td></td></tr> <tr><td>I have an adult who I can talk to and who listens to me.</td><td></td><td></td></tr> </tbody> </table> <p>After reviewing the survey questions with students, many of them felt that the questions would not give us the information that we are looking for. As a result of these conversations, we have worked with Parent Council to talk about how to authentically get this information. We are experimenting with the idea of students and adults working together to talk to students and gather information. Our biggest concern is that students will answer in ways that they think the adults will want them to. How do we achieve authenticity?</p>	Belonging in My School Community Survey (Gr. 1-6)			Questions	# of students who answered no	% of students answered no	I feel safe at school.			I usually feel happy at school.			I feel like I fit in and belong in my classroom.			I feel like I fit in and belong in my school.			I have friends at school.			Someone is mean to me almost every day.			Using my WITS has helped me solve a problem.			I have an adult who I can talk to and who listens to me.			<table border="1" data-bbox="2284 445 2983 796"> <thead> <tr> <th>Question: What does it mean to be a Westminster Wildcat? What counts, matters and is important?</th> <th># of students identifying with this</th> <th>% of School Population</th> </tr> </thead> <tbody> <tr><td colspan="3">Common Themes</td></tr> <tr><td>Friends</td><td>20</td><td></td></tr> <tr><td>Connections with Staff</td><td>14</td><td></td></tr> <tr><td>Recess activities and toys</td><td>14</td><td></td></tr> <tr><td>Hands Off</td><td>20</td><td></td></tr> <tr><td>Clean, Organized School</td><td>11</td><td></td></tr> <tr><td>Safe at school</td><td>13</td><td></td></tr> <tr><td>Happy at school</td><td>15</td><td></td></tr> </tbody> </table> <p>***As classes collect their students’ thinking about these themes, we will adjust the data and the sample size.</p>	Question: What does it mean to be a Westminster Wildcat? What counts, matters and is important?	# of students identifying with this	% of School Population	Common Themes			Friends	20		Connections with Staff	14		Recess activities and toys	14		Hands Off	20		Clean, Organized School	11		Safe at school	13		Happy at school	15	
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	<p>QUALITATIVE ANECDOTES – DUE: February 15, 2019</p> <p>We are currently in the process of vetting our survey questions through some students to ensure that we are asking these questions in a way that clearly allows them to understand what the question is asking and how the response should be recorded. All surveys will be administered this coming week (March 4-8).</p>	<p>QUALITATIVE ANECDOTES – DUE: April 12, 2019</p> <p>- After reviewing the survey questions with students, many of them felt that the questions were leading and that we need to be very purposeful about how we ask students to respond. -As a result of these conversations with students, we are currently working on an additional survey as well as a method for introducing the survey that helps the students to understand our motivation for asking these questions. -Many students felt that their peers would answer in ways that they think the adults would want them to respond. -We are still working on our survey in order to ensure that it provides adequate opportunity for students to really and</p>	<p>QUALITATIVE ANECDOTES – DUE: May 31, 2019</p> <p>-Students feel that the openness of the question allows them to be flexible in how they are letting us know how they are feeling at school. -All classes (K-6) will engage in answering this question between now and June 14. Teachers will work with students to determine the best way to communicate their thinking. Teachers will be very explicit with students about answering the question honestly and that our feelings won’t be hurt. -We feel that the question allows us an opportunity to see what students are saying (in their own voices) about what DOES make them feel connected to school. This is a</p>																																																																																							

		<p>authentically share what they are feeling so that we can include students in our discussions about how to improve student sense of belonging at Westminster.</p> <p>-With regard to Zones of Regulation, all Kindergarten classrooms are enthusiastic about moving this dialogue and vocabulary to the rest of the school.</p>	<p>flip from our original attempts around what DOESN'T help them to feel connected.</p>
<p>PLAN – DUE: February 15, 2019</p>	<p>ACT – DUE: February 15, 2019</p> <ul style="list-style-type: none"> As a staff, we will examine the questions created by the Safe and Caring schools committee to see if we want to add, take away or make adjustments to questions. At the Staff Meeting on Wednesday, all staff will be shown the final survey and given instructions on how to administer in a way to get the most reliable data. Results of the survey will be shared with Parent Council in our March meeting. Results of the survey will be shared with staff electronically. We will pull together focus groups of students to have them look at the data and plan for next steps. We have already started to act on the data from the test runs of the surveys (LC furniture, quotes around the school, bus challenges, WITS program, etc.) 	<p>ASSESS – DUE: April 12, 2019 & May 31, 2019</p> <ul style="list-style-type: none"> Even without our official survey data, we have been able to determine that in general, students want to have more voice at school. Areas of concern tend to be “a place where students feel comfortable,” adults understanding the full story before making a judgment about what needs to happen next when students have had a conflict. Kindergarten staff have been working hard at developing ways of authentically moving discussions and strategies of knowledge of Zones of Regulation in general to how to effectively move between Zones. We met with Vanier PS staff to discuss possible ways of partnering cross school and of moving our vocabulary around Zones to other areas of the school. Kindergarten classrooms have been incorporating Zones of Regulation daily, including calming zones, yoga opportunities, breathing techniques, and practice at table tops. <p>MAY 31:</p> <ul style="list-style-type: none"> We have established a new Wellness Team for our start in September. The team will be made up of staff, students and parents. We are continuing to analyze and categorize the information that students are giving to us. 	<p>REFLECT – DUE: April 12, 2019 & May 31, 2019</p> <ul style="list-style-type: none"> We will continue to consult with students officially and casually with regard to survey questions and opportunities for student voice in our school. We are hoping to have our survey out this month. We have purchased new student selected furniture for the Learning Commons and have rearranged parts of the school to really develop the purpose for our spaces (Learning Commons, Sensory Room, Quiet Zones, etc.) We are incorporating the WITS program as part of our recess improvement strategy. This involves the purchase of read aloud texts that support critical literacy, WITS and Zones of Regulation. We have come to the conclusion that the discussion of students and “red zone” feelings needs to incorporate the fact that the feelings are normal, but how we act on those feelings is important to monitor. We will purchase the Zones of Regulation books for Kindergarten classrooms and make a point of discussing Zones of Regulation at staff meetings. We have brought our wellness goals to our Parent Council and will be featuring strategies and read-alouds for parents on our facebook page. <p>MAY 31:</p> <ul style="list-style-type: none"> We will analyze the data that comes to us from all classes by June 14. We will group the student thinking into themes and capturing data on how many students are identifying each category as a “connection” category. We will tailor our school assemblies to address the key connection areas for students. We will talk to students about the part of school that take away from a feeling of being connected. These will be led by students with adult support. We will conduct interviews with students who identify concerns at school.