




Action Plan for Learning

	School Name: Baker Drive
	School Context Link:
	School Goal: Social Emotional Learning
	School Year: 2016 – 2017



Goal / Inquiry Student learning	Improve student learning through Social Emotional Learning; with a focus on self-regulation and peaceful problem solving by developing common understanding and language amongst teachers, parents and learners for communicating and assessing growth.
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • Baker Drive has been a fairly stable community in the past with very few new students. However, the district program housed in the school has grown every year and has reached its goal of four classes and the community is changing as houses are selling to young families. Staff felt a need to look at how the learners were: getting along with others, being compassionate and kind and finding peaceful solutions to problems. • Literacy was the focus for last year, but the teachers noticed that a portion of the learners were struggling with anxiety, focusing or being engaged and finding it difficult to focus on literacy skills. • Although there is no critical difference in the EDI results from Wave 2 to Wave 5 in the community (Hillcrest), there is an increase in the vulnerability in 3 of the 5 measures: social, emotional and language.
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References and sources to support actions	<ul style="list-style-type: none"> • Fish! Philosophy • Restorative Practices • Heart-Mind Wellbeing • Social Emotional Health • CASEL (Collaborative for Academic, Social and Emotional Learning) • <i>The Whole Brain Child</i> & other resources by Siegel and Bryson • Zones of Regulation • Second Step • Kids in the Know
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Backup Documentation	<p>Data collected: Teacher assessment in the following five areas: getting along with others, being compassionate and kind, solving problems peacefully, being alert and engaged, and being secure and calm; Office referrals from Sept. – June 2016</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Momentus institute.docx</p> </div> <div style="text-align: center;">  <p>Baker Drive - CBA for APL 2016.doc</p> </div> </div> <p style="text-align: center;">SD43-Coquitlam EDI Wave 5</p>
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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>Continue Practices:</p> <ul style="list-style-type: none"> • Fish! Philosophy – overarching program that provides common language for students and positive life-long approach to life and interacting with others • Restorative approach when dealing with unexpected behavior <p>New Practices:</p> <ul style="list-style-type: none"> • Notice, Name and Nurture – positive interactions, behaviours, efforts etc. • Feelings Word Curriculum – stories and activities focused on understanding the meaning of feeling words – delivered by Learning Support Teachers. • Talking Peace – Restorative problem solving lessons for elementary children <p>Staff Development and Collaboration:</p> <ul style="list-style-type: none"> • Participation in the Hilltop School SEL group – working with Miriam Miller • Reflective practitioner exercises <p>Involve Parents:</p> <ul style="list-style-type: none"> • PAC sponsored painting fish activity for the fence. • Parent education through newsletters & PAC meetings • Parent survey data collection • Feelings Word Curriculum’s school-home partnership activities <p>Involve Students:</p> <ul style="list-style-type: none"> • Feelings Word Curriculum • Create/find a self-evaluation tool for the kids to use. <p>Monitor Progress / Adjust Actions:</p> <ul style="list-style-type: none"> • Assess learners 3 times a year (October, February & May) in the five following areas: getting along with others, being compassionate and kind, solving problems peacefully, being alert and engaged, and being secure and calm. • Student self-evaluation
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>2015/2016 APL was an inquiry question: What is the most relevant an important learning goal for our learners at this time. The task was to assess the students in reading and writing throughout the year to be able to create a more defied literacy goal by June of 2016. By October, the teaching staff revised the inquiry question to focus on writing. All learners were assessed according to the BC Performance Standards – Quick Scale for Writing at the appropriate grade levels in October and May.</p>
Backup Documentation	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>June 16 APL Data Collection.docx</p> </div> <div style="text-align: center;">  <p>2014 FSA documentation.docx</p> </div> </div>

<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>The teachers were continuously in discussion throughout the year in staff meetings as well as informal conversations as we were clarifying, refining and gaining focus on the inquiry question. Information was shared with parents through the newsletter and principal's report at the Parent Advisory Committee meetings.</p> <p>The teaching staff noted that a portion of the learners were struggling with anxiety, focusing or being engaged and finding it difficult to focus on literacy skills. Snapshot data was derived through teacher assessment concerning the five areas of heart and mind wellness in March. The information was shared with PAC members.</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>Where are we now?</p> <ul style="list-style-type: none"> • We are now embarking on a new goal area for the school community. It became apparent that the learners are doing well in the area of literacy when compared to district and provincial FSA results as well as teacher assessment using the BC Performance Standards. • Literacy is always a focus in schools and will remain so. We are hoping to improve student learning through social emotional learning focusing on the foundational step of self-regulation. <p>What surprised you?</p> <ul style="list-style-type: none"> • Although a higher percentage of learners were meeting and exceeding expectations when compared to the provincial and district results for several year, when comparing the snapshot results for writing from October to May to themselves, there was little growth. • Focus and anxiety are areas that we need to pay attention to for our learners. <p>What conclusions / inferences might you draw?</p> <ul style="list-style-type: none"> • There may be a correlation between the social emotional well-being of the learners and their achievement. <p>How does this inform potential next steps?</p> <ul style="list-style-type: none"> • More data is needed. Data will be collected from the teachers 3 time in the course of the next year as well as parent assessment and learner self-assessment.
Backup Documentation	

(Delete this section if Literacy is your main goal)

<p>Literacy Data Attach the following:</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	<p>June 2016 - FSA results not available at this time</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Baker Drive - CBA for APL 2016.doc </div> <div style="text-align: center;">  June 16 APL Data Collection.docx </div> <div style="text-align: center;">  2015 FSA Results.pdf </div> </div>
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Signatures

School Name: Baker Drive Elementary	School Goal: Social Emotional Learning	School Year: 2016-2017
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Title	Name	Signature
Principal		
Assistant Superintendent		

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