

# Action Plan for Learning

	<b>School Name:</b> Coquitlam River Elementary
	<b>School Context Link:</b>
	<b>School Goal:</b> Social Emotional Learning
	<b>School Year:</b> 2016-17


<b>Goal / Inquiry</b> Student learning	<p>Academic Self-Regulation (understanding the process of learning)</p> <p>Inquiry: Will students' learning improve if they can articulate and better understand the process of learning?</p> <p>Goal: For our students to better understand the process of learning (SRL). Ultimately, students can understand how they learn best and be more successful academically.</p>
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>Physical, emotional, and behavioural self-regulation goals have been in place for the past 3 years.</p> <p>Ideally, our students should be able to articulate how they learn. In doing so they will be able to answer these questions independently:</p> <ul style="list-style-type: none"> <li>• <b>What is my motivation? or, How can I become motivated?</b></li> <li>• <b>What is my learning goal?</b></li> <li>• <b>How will I self-monitor my understanding?</b></li> <li>• <b>What is my plan if I do not understand?</b></li> <li>• <b>How can I believe in myself to achieve my goal?</b></li> </ul>
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<b>References</b> and sources to support actions	<p>Research by Nancy Perry, Barry Zimmerman, Phillip Winne on SRL</p> <p>"A tiered approach to school based self-regulated learning" <b>Brenda Whittam-Neary</b></p> <p>Mind-Up</p>
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Backup Documentation	
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<p><b>Planned Actions</b></p> <p>Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p><b>Continued Practice:</b></p> <p>Mindfulness activities, Healthy school initiatives, changes to physical spaces, common language around SEL and Self-Regulation.</p> <p><b>Differently:</b></p> <p>Adding a Self-Regulated learning component on an age appropriate basis.</p> <p>Recognizing students at assemblies for achieving learning goals</p> <p>Revamped student led-conferences</p> <p><b>Staff development/collaboration:</b></p> <p>School based pro-d, staff meeting time, collaboration once per month,</p> <p><b>Parents:</b></p> <p>Education/Information evenings, PAC meetings, Newsletters...</p> <p><b>Students:</b></p> <p>Direct involvement as they are the ones who need to be taught how to articulate how they learn and how to implement a plan around task completion. Opportunities in the classroom to practice SRL.</p>
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	<p><b>Monitor/Adjust:</b>  Teachers and students will assess an aspect (Motivation, Metacognition, Self-efficacy, Strategic Action) of Self-Regulated learning levels 3 times. (Fall/Winter/Spring)  Adjustments will take place in February when student led conferences take place.</p>
Backup Documentation	 HLPS quick scales.pdf

<p><b>Documentation of learning</b>  Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<p>How: In the last school year, our actions around environmental changes to classrooms has led to a calmer school. The research is clear that allowing students to choose where to best to be regulated and ready to learn works. In addition, nutrition education has resulted in a cleaner school grounds as students are eating healthier recess and lunch snacks. The 5-2-1-0 strategy has been an effective slogan to reduce the amount of juice boxes and to increase the amount of daily physical exercise.</p> <p>Evidence: Our students had more opportunities to engage in physical exercise over the last 10 months. Here is a list of opportunities that would allow a child to engage in exercise while under the supervision of a caring adult: BOKS program, floor hockey Fridays, Beyond the Bell, Gym Sense, Dancing Through the Decades, iRide (Cycling BC), intermural sports, Como Lake Relays, Track &amp; Field, basketball and volleyball. Our teachers conducted HLPS (Healthy Living Performance Standards) quick scale assessments in October, February and May of the 2015-16 school year. The vast majority of our primary students moved from “developing to acquiring.” For more information please go to: <a href="http://healthyschoolsbc.ca/healthy-schools-bc-resources/hl-performance-standards/">http://healthyschoolsbc.ca/healthy-schools-bc-resources/hl-performance-standards/</a></p> <p>Documentation: Without question, the number of office referrals this school year has declined significantly even though our school population has increased. The duo of self-regulation and healthy living has made huge gains for our school. I have plenty of pictures that will not save properly in this format to document the excellent work done by our staff with the children in our care.</p>
Backup Documentation	 Data Synthesis Draft Report_May 30.pdf

<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parent Information Evenings</b></li> <li>• <b>Joined Community Meetings</b></li> <li>• <b>School-based Pro-D</b></li> <li>• <b>PAC meetings</b></li> <li>• <b>Surveys</b></li> <li>• <b>Website</b></li> <li>• <b>Newsletter</b></li> <li>• <b>Bulletin board</b></li> <li>• <b>As part of new student information package</b></li> </ul>
Backup Documentation	

<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	<p>In 2015-16, we were able to achieve many of our goals around Healthy Living. Our Food Literacy Day on May 27 was a resounding success as was our Parent Education Evening on May 16.</p> <p>Our students are beginning to teach their parents about healthy recess snacks and what they would like in their lunches. Our school grounds have much less litter as our students start to bring less processed foods to school.</p> <p>Much of what we do as a staff this year has been highly collaborative. We are all teaching our students about healthy choices and mindfulness. This has resulted in a school that is very calm and has put our students on a pathway to be in the best position to learn. Moving forward, we believe that our foundation (physical, behavioral and emotional self-regulation) is now able to support moving up the pyramid to academic self-regulation as our goal.</p>
<p>Backup Documentation</p>	

**(Delete this section if Literacy is your main goal)**

<p><b>Literacy Data</b></p> <p>Attach the following:</p> <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul>	 <p>Coquitlam River - CBA for APL 2016.docx</p>
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# Signatures

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<b>School Name: Coquitlam River Elementary</b>	<b>School Goal: Social Emotional Learning</b>	<b>School Year: 2016-17</b>
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<b>Title</b>	<b>Name</b>	<b>Signature</b>
Principal	<b>Ross Jacobsen</b>	
Assistant Superintendent	<b>Gerald Shong</b>	

<b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b>	
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