


# Action Plan for Learning

	<b>School Name:</b> James Park Elementary
	<b>School Goal:</b> Social Emotional Learning
	<b>School Year:</b> 2021-22

<b>Goal / Inquiry</b> Student learning	<b>To improve our community's social emotional abilities and skills.</b> <b>To focus on our school wide values and beliefs – Safety, Respect, Kindness, Trust and Learning.</b>
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<b>Rationale</b> 1-3 reasons for choosing goal	<ul style="list-style-type: none"> <li>Self-Regulation skills (Zones of Regulation) is an ongoing focus across the school, enmeshed in our school wide values and beliefs.</li> <li>Staff continues to notice that emotional dysregulation is a significant barrier to learning, affecting not just dysregulated students, but all the students whose sense of calm and safety are disrupted by the behavior(s).</li> </ul>
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<b>References</b> and sources to support actions	<ul style="list-style-type: none"> <li>BC Performance Standards for SEL, conflict resolution</li> <li>Zones of Regulation book</li> <li>Trauma informed School presentation, May 31, 2019 with Jena Blatt, MSW, RSW</li> <li>FASD presentation, March 12, 2019 Jill Crichton</li> <li>Whole staff visit to Moddy Elementary to view self-regulation elements and practices, Feb 23, 2019</li> <li>Ways to solve Student Conflict and Create Supportive Classroom Community</li> <li>Staff pro-d: Presentations by Anna Lenarczyk (IST) and Lynda Swain (District OT) on self-regulation- CPI training with District IST Team</li> <li>Ongoing staff and school wide work on school wide values and beliefs</li> <li>Feb 2021 Pro D- "Resilience and Renewal"</li> <li></li> </ul>
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Backup Documentation	<ul style="list-style-type: none"> <li><a href="http://www.zonesofregulation.com/index.html">http://www.zonesofregulation.com/index.html</a> (book was purchased for all classrooms)</li> <li><a href="https://curriculum.gov.bc.ca/competencies/personal-awareness-responsibility">https://curriculum.gov.bc.ca/competencies/personal-awareness-responsibility</a></li> </ul>
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<b>Planned Actions</b> Continuing practices working well (1-3) <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> </ul>	<b>Continuing Practices:</b> <ul style="list-style-type: none"> <li>Use of Zones of Regulation</li> <li>Respectful interactions with students to model self-regulation</li> <li>Use of the sensory room and sensory tool kits or individual tools in classrooms- Purchase sensory equipment for student use in all classrooms</li> <li>Engage school community in identifying school-wide beliefs: Safety, Kindness, Respect, Trust and Learning</li> <li>Use staff meeting time to report on progress and discuss further action</li> <li>Keep parents updated through school communications</li> </ul>
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<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Involving students, parents and staff in 'doing' our school-wide beliefs</li> </ul> <p>What will we do differently?</p> <ul style="list-style-type: none"> <li>• Increase our direct instruction and Pro D of self regulation strategies</li> <li>• Further incorporate a trauma informed practice into our classrooms through prod for teachers and leadership support- we have made a concerted effort this year and look forward to setting up a collaborative structures for next year</li> <li>• Since April 2018, we have received support from the Breakfast Club of Canada, allowing us to serve a healthy, nutritious breakfast every school day of the week. Outside of this year when we ran the breakfast program outside of COVID, was noted by staff and parents that the breakfast program has made an amazing impact on our community in terms of providing a strong sense of community right from the start. <b>*** Due to COVID restrictions and our alternate delivery of food security during the 2020-21 school year we have not been able to track data in the same way as we have in the past. The breakfast program is expected to be back in full operation Sept 2021 and we look forward to the benefits for all of our students positive well being.</b></li> </ul>
Backup Documentation	Anecdotal (teacher, student, parent) evidence Office referral documentation

<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>	<ul style="list-style-type: none"> <li>• The need for social emotional learning at James Park is evident on a daily basis. In the last few years, we: <ul style="list-style-type: none"> <li>- chose to focus on the Zones of Regulation and establish a common language</li> <li>- went through a number of pro-d sessions, focusing on self-regulation</li> <li>- identified common values and beliefs, involving students, parents and Staff</li> <li>- made efforts to keep our school wide values and beliefs at the Forefront; it is clear that our students know these values</li> </ul> </li> <li>• We continue with our school journey around culture, values and beliefs involving students, parents and staff. Many of our students can recite our identified values and beliefs and participate with pride during our weekly JP Spirit Days wearing our spirit wear and/or school colours (students and staff); Safety, Kindness, Respect, Trust and Learning.</li> <li>• See below (in Reflection Highlights section) strengths identified by our primary and intermediate teams.</li> </ul> <div data-bbox="846 1455 1084 1696" data-label="Image"> </div>
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<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> </ul>	<p><b>Collaborative conversations in grade groups around strengths in SEL (May 2021):</b></p>
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- What are some patterns emerging?
- What surprised you?
- What conclusions / inferences might you draw?
- How does this inform potential next steps?

*Themes in primary:* knowing about the Zones of Regulation and using them with increasing success and being able to identify their zone with increasing consistency; increase in empathy and support for other

**Collaborative conversations in grade groups around next steps for growth in SEL (May 2021):**

*Themes in primary:* continue to develop self regulation strategies for individual students and classrooms, especially when big emotions are involved; supporting students with co-regulation; what role do routines and clear expectations have?; how do we develop self starters and risk takers?; resilience and bounce back

**Collaborative conversations in grade groups around strength in SEL (May 2021):**

*Themes in intermediate:* knowing about the Zones of Regulation and using them with increasing success and being able to identify their zone with increasing consistency; increase in empathy and support for each other; understanding that we are all unique, learn and act differently, and are able to generally be inclusive of all students through their moments of struggle


**Collaborative conversations in grade groups around next steps for growth in SEL:**

*Themes in intermediate:* increasing personal responsibility for their role in conflict; perseverance; solving problems in peaceful ways independently

\*\*\*We look forward to revisiting our goals next year and aligning them with Directions 2025.

# Signatures

School Name:	School Goal: Social Emotional Learning	School Year: 2021-22
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<b>Submitted by School Principal:</b>		
Title	Name	Signature
Principal	Mr. R Wright	
<b>Recommended by Assistant Superintendent:</b>		
Assistant Superintendent	Mr. G. Shong	
<b>Board and Superintendent Approval:</b>		
Board Chair	Kerri Palmer Isaak	
Superintendent	Patricia Gartland	