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| **Action Plan for Learning** | |
|  | **School Name: Roy Stibbs Elementary** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2018-2019** |

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| Goal / Inquiry  Student learning | |  | | --- | | **To grow students’ self-awareness and ability to self-regulate.**  Inquiry - If we teach students to better regulate their emotions, will this help to:  1) Increase their ability to solve problems peacefully; and  2) Improve their learning and engagement.  **Core Competency: Personal Awareness and Responsibility**  *Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations.* | |

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| Rationale  1-3 reasons for choosing goal | * Self-regulation is a factor in student success at school. * Building capacity to identify student emotions and thoughts and their influence on behaviour enhances students’ learning readiness and individual potential. * Roy Stibbs Elementary has informally been working on promoting self-regulation in some classes and we are now looking to bring the school together through a formal process utilizing common, school-wide language |

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| References and sources to support actions | * Teachers to explore redesigning classroom spaces and learning spaces within the school to promote self-regulation * We have created and furnished a Sensory room and a calming room * Resources: MindUP, Mood meter, Growth Mind Set, Zones of Regulation * Play is the Way, STARS (new initiative) |
| 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? | * We will continue to explore the impact designing self-regulated learning environments has on students’ ability to regulate themselves in our classrooms.   For the 2018-2019 school year, we will continue to focus our professional development on self-regulation. In June, staff identified multiple suggestions for self-regulation structures and strategies that requires   1. further reflection and refining. 2. Continue to provide release time to support teacher collaboration time where requested.   What will we do differently?   1. We will create monthly school-wide self-regulation assemblies and use this time to teach a self-regulation strategy to reinforce common language. 2. Utilize Play is the Way training for staff to implement the program 3. Use staff meeting structures to reflect on data, progress, structures and strategies.   We will inform and include parents through regular monthly updates through social media, newsletter communication and monthly PAC meetings. |
| Backup Documentation |  |

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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. | Planned Documentation:  1) We plan to collect data to inform our inquiry and practice so that we assist students in experience:   * Greater success in identifying emotions and thoughts * Use tools to prepare themselves for learning * More moments of calm, alert and ready to learn behaviours * Be able to identify what self-regulation strategies and tools they need to work successfully   2) We will gather baseline data of academic performance for our students from the Classroom Assessments Based on Teacher Judgement (based on BC Performance Standards)  3) Collect student data using anecdotal surveys and rating scales and teacher observations to gather additional baseline data to inform staff discussions and professional development |
| Backup Documentation |  |

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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? | How will we involve parents?  • PAC meeting updates;  • Newsletters/Bulletins;  • Open House, school-wide celebrations, student-led conferences;  • Report Card through the Student Self-Assessment of the Core Competencies.  How will we involve students?  • Direct instruction of the language of the Core Competencies;  • Classroom discussions of: *What does it mean to be self-regulated?;*  • Student self-assessment of the Core Competencies.  At the June staff meeting that staff committed to initiating the goal, and brainstormed implementation strategies.  This goal was then shared at the PAC General meeting, held after our June staff meeting. |
| Backup Documentation |  |

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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? | As this next year will be the start up of this goal, we do not have anything to report on at this time. |
| Backup Documentation |  |

**(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: Roy Stibbs Elementary | School Goal: Social Emotional Learning | School Year: 2018-19 |

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| Title | Name | Signature |
| Principal | **Bill McGovern** |  |
| Assistant Superintendent | **Carey Chute** |  |

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