




# Action Plan for Learning

	<b>School Name:</b> Eagle Ridge Elementary
	<b>School Context Link:</b>
	<b>School Goal:</b> Social Responsibility
	<b>School Year:</b> 2016/17

<b>Goal / Inquiry</b> Student learning	<p><b>Goal/Inquiry:</b> 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?</p> <p><b>Core Competency:</b> Personal Awareness and Responsibility  <i>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.</i></p>
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>An increasing number of students are demonstrating signs of anxiety (according to teacher assessment only 60% of our students are secure &amp; calm).</p> <p>While teachers judge 75% of children as getting along with others, they also note that 63% do not solve problems peacefully</p> <p>On the Heart-Mind Index, teachers found 37% of students are not alert and engaged</p>
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<b>References and sources to support actions</b>	<p><b>Redesigned BC Curriculum</b>  <a href="https://curriculum.gov.bc.ca/competencies/personal-awareness-responsibility">https://curriculum.gov.bc.ca/competencies/personal-awareness-responsibility</a></p> <p><b>Canadian Self-Regulation Initiative (CSRI - <a href="http://www.self-regulation.ca/">http://www.self-regulation.ca/</a>)</b>  <i>We take a broad and inclusive approach to self-regulation. But, generally speaking, we view self-regulation as the capacity to:</i></p> <ul style="list-style-type: none"> <li>• <i>Meet life’s challenges, respond to life’s stressors, return to a calm and alert state, ready to deal with new circumstances; and</i></li> <li>• <i>Rise to life’s potential, supported by optimal conditions for learning, mental health &amp; well-being, social engagement, and thriving.</i></li> </ul> <p><b>The MEHRIT Centre Self-Reg Knowledge Series (Stuart Shanker)</b>  <a href="http://self-reg.ca/self-reg/self-regknowledge-series/">http://self-reg.ca/self-reg/self-regknowledge-series/</a></p> <p><b>The Anchors of Emotional Intelligence, The RULER Approach to Social and Emotional Learning (Miriam Miller).</b></p> <p><b>RULER</b>          Recognizing emotions to obtain valuable information about ourselves and our environment</p>
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	<p>Understanding the causes and consequences of emotions to predict behavior  Labeling emotions to describe feelings precisely  Expressing emotions to communicate effectively and in socially appropriate ways  Regulating emotions to promote learning and personal growth, including healthy relationships</p>
<p>Backup Documentation</p>	<p>At the June 6<sup>th</sup> staff meeting, teachers completed an SEL survey of their students based on the Heart-Mind Index developed by the Dalai Lama Centre for Peace &amp; Education together with UBC’s Human Early Learning Partnership (HELP)  (<a href="http://dalailamacenter.org/programs/heart-mind-index">http://dalailamacenter.org/programs/heart-mind-index</a>).</p> <div style="text-align: center;">   Heart-Mind Index  2016 graphs.pdf </div> <p>On June 30, teachers participated in a “World Café” strategy to examine various assessment artifacts and dialogue around the topics of “Healthy Heart &amp; Mind”, “Intermediate Learning”, “Primary Learning” and “What do we want for our kids?” The results of this dialogue will be used in 2016/17 to help us concentrate our efforts in those areas we saw as being in need of attention.</p> <div style="text-align: center;">   2016 June 30 World  Cafe Results.pdf </div>

<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>How will we provide for staff development and collaboration?</p> <ul style="list-style-type: none"> <li>• Collaboration time, focused on developing an ongoing approach for teaching self-regulation and engagement through Inquiry</li> <li>• Staff meeting focus – touch back on how we are doing with self-regulation teaching and engagement (inquiry is an area of interest on staff)</li> <li>• Attend District Focus Days</li> <li>• School PD Days</li> </ul> <p>How will we involve parents?</p> <ul style="list-style-type: none"> <li>• PAC meeting reports</li> <li>• Newsletters</li> </ul> <p>How will we involve students?</p> <ul style="list-style-type: none"> <li>• They will be the learners of self-regulation &amp; will demonstrate an understanding of what it means to be self-regulated</li> <li>• They will gradually learn to take charge of their learning</li> </ul> <p>How will we monitor progress &amp; adjust actions?</p> <ul style="list-style-type: none"> <li>• Discuss and plan through collaboration time and staff meetings</li> </ul>
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<p>Backup Documentation</p>	<div style="text-align: center;">   2016_17 Planned  Dialogue Process.pdf </div>
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<p><b>Documentation of learning</b></p> <p>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>As a staff, we will use an inquiry process (Spirals of Inquiry) through staff meetings and school based professional development days to engage in ongoing dialogue about the intellectual and social-emotional needs of our students and how they can best be met. While our main goal is one of Personal &amp; Social Responsibility, we have also expressed a strong interest in approaching the new curriculum through inquiry. It seems logical to learn more about inquiry by engaging in it ourselves.</p> <p>This will be a year of (1) expanding our understanding of self-regulation; (2) expanding our approaches to the teaching of self-regulation, and applying new strategies in our classrooms; and (3) consciously monitoring success and emphasizing self-regulation practices with our students.</p> <p>We will gather evidence of progress.</p>
Backup Documentation	

<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> <p>See <a href="#">Support Document</a></p>	<p>We will engage teachers &amp; support staff at staff meetings.</p> <p>Teachers will have collaboration time. At this time teams have one 45-minute collaboration opportunity per month. In 2016-17, we will experiment with providing collaboration time for an additional 45 minutes of each staff meeting as well.</p> <p>We share our APL on the website (with reference in the newsletter).</p> <p>We will report out at Parent Advisory meetings.</p>
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>Spring of 2017.</p>
Backup Documentation	

**Literacy Data**

Attach the following:

- Classroom Assessment
- School Assessment
- FSA results

**FINAL REPORT CARD RESULTS FOR LITERACY & NUMERACY**2016 Year End  
Results K to 5 graphs.**ASSESSMENTS BASED ON TEACHER JUDGMENT**Eagle Ridge - CBA  
for APL 2016.pdf**GET LATEST FSA RESULTS**FSA Results February  
2016 graphs.pdf

# Signatures

**School Name: Eagle Ridge Elementary****School Goal: Social Responsibility****School Year: 2016-17**

Title	Name	Signature
Principal	<b>Petra Kintzinger</b>	
Assistant Superintendent	<b>Reno Ciolfi</b>	

**Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here**2016 APL Signature  
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