


Action Plan for Learning

	School Name: Eagle Ridge Elementary School
	School Goal: #1 Social Emotional Learning School Goal: #2 Literacy
	School Year: 2014-2015

Goal #1 / Inquiry Social & Emotional Learning	To help students develop their ability to identify emotions in themselves and others and to respond appropriately.
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School Goal: #1 Social Emotional Learning

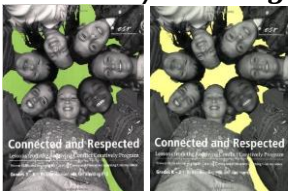
Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> School wide update of Social Responsibility curriculum, under auspices of BC's Curriculum, includes new focus on Self-Regulation and the Ruler Approach. Fits with our existing routines around "7 habits for student success" Manageable goal. It contains sub-goals that are reachable and measureable on an annual basis.
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School Goal: #1 Social Emotional Learning

References and sources to support actions	<ul style="list-style-type: none"> Nearly whole staff attended Brenda Whittam-Neary workshop "Connected and Respected" series implemented K-5 "Fin's Friends" planned for K-3, Sept 2015 onwards My43 storehouse of S.E.L. teaching resources School staff creation of specific routines and themes to support this school goal
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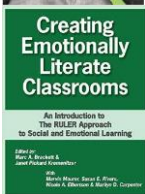
School Goal: #1 Social Emotional Learning

Literature / Teaching Materials



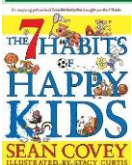
Connected and Respected, Volume 1 & 2

- This resources was used with Grade 4/5 classes as a basis for a weekly S.E.L. program.
- LIF teacher presented selected lessons to classes on alternating weeks
- Our school continues to practice the pillars of the Ruler Approach
- Mood Meters and Class Charters are embedded programs in the school



The Ruler Approach

- Covey's 7 Habits forms the basis of our everyday social responsibility system for our



Sean Covey's "7 Habits"



Fin's Friends (Vancouver Canucks Social Responsibility Program)

- For 2015-2016, we are piloting this program to supplement 7 Habits and Ruler Approach
- K – 3 programs (distinct for each grade)
- Resources downloaded from Canucks website

School Goal: #1 Social Emotional Learning

<p>Backup Documentation</p>	<ul style="list-style-type: none"> • Staff-designed (5/25/2014) “Week One” initiative where all learners will cover SEL basics, SR plans and a school-wide art project in Week 1 of the school year. • Ruler Approach (Miriam Miller) • LIF plan includes targeted student and classroom support
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School Goal: #1 Social Emotional Learning

<p>Planned Actions</p> <ul style="list-style-type: none"> • 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? <p>How will we monitor progress and adjust actions?</p>	<p>Continued practices that work well:</p> <ul style="list-style-type: none"> • Seven habits is taught in all classrooms; Mindfulness is taught in some rooms as well. • Monthly recognition assemblies with a focus on seven habits. • Two of the four pillars of the Ruler Approach fully implemented <p>What will we do differently?:</p> <ul style="list-style-type: none"> • Other two pillars of Ruler Approach to be implemented further this coming year. • Adding on “Fin’s Friends” for use in Primary grades... as a better way to present social responsibility program, but not to replace Ruler Approach. <p>How will we provide for staff development and collaboration?</p> <ul style="list-style-type: none"> • Updating and communicating our social responsibility (SEL) work is a staff meeting agenda topic at certain times in the year, and is discussed in collaborative moments between LIF teacher and classroom teachers. Next year, collaboration will take form of working together on program implementation (Fins Friends, K-3) and Week 1 Activities (K-5). Collaboration time will also be included in the plans for school-based Pro-D days. <p>How will we involve parents?</p> <ul style="list-style-type: none"> • As with other initiatives, our plans our communicated through newsletters, and with lengthy discussions at PAC meetings. • As a routine, teacher include parents in their individual classroom activities around SEL. We are planning to have a consistent wall area in every class next year which shows the key concepts in our Ruler Approach and/or Fins Friends/Fun Friends/Mindfulness programs. <p>How will we involve students?</p> <ul style="list-style-type: none"> • In Week 1, we intend to create school-wide displays that clearly show our commitment to this goal. Throughout the year, we renew these displays. • Student leaders are going to help lead assemblies next year.
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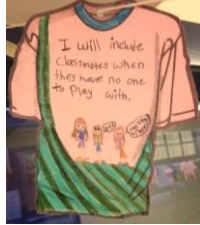
How will we monitor progress and adjust actions?

- Staff meetings are the venue for analysis of our programs. We will engage in discussion about the value of what we are trying next year.
- A spring survey is being considered for eliciting parent and student feedback.

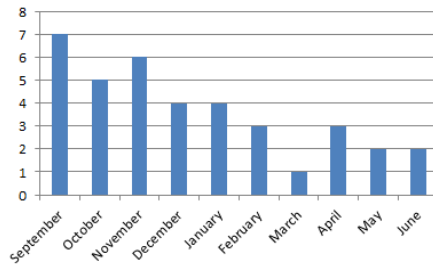
School Goal: #1 Social Emotional Learning

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.



Pink shirt day – we hung paper pink shirts throughout the hallway on makeshift clotheslines. Each child focused on one example of their SEL learning by writing a statement on their shirt.



Office referrals – downward trend through the year, as tracked on Principal's record keeping system.

School Goal: #1 Social Emotional Learning

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?

Where are we now?

We are at a crossroads in our SEL goal planning. With the last two years of LIF staffing going towards the SEL goal implementation, we are now changing the LIF plan to address learning issues, and assigning the SEL goals to classroom teachers as part of their regular curriculum.

What are some patterns emerging?

Much more awareness of our SEL learning outcomes on the part of the students. Classroom teachers reporting that students are using the Ruler Approach terminology in more situations.

Conclusions? Next steps?

The next steps are to monitor the classroom based implementation process, and to prepare for the overall change in IRP's... coming soon... so that we remain in-line with district SR planning and provincial SR curriculum.

Goal #2 / Literacy

To increase students' ability in writing style and conventions.

School Goal #2: Literacy (Writing style and Conventions)

Rationale:

Reasons for choosing goal

- Ongoing commitment to literacy as a basic goal for our school community.
- This goal has a long-term presence in our school culture. Our school-wide write is well-understood and quickly completed twice per year. It is our baseline for analysis of our writing goal.
- We believe that this is an important long-term goal for our students. It is an ongoing focus from the collective awareness, that students need continued

support to develop stronger voice, word choice and sentence fluency. Writing effectively allows children to discover their personal voice. It provides opportunities to share themselves with others, improves communication skills and increases their chances for success in life. We seek to develop our strategies and skills in order to thoughtfully instruct all students who are Not Yet Meeting/Minimally Meeting with clear intentions, specific criteria and feedback. Students who are Fully Meeting and Exceeding will also continue to be challenged as they develop greater skill in composing writing with attention to voice, word choice and sentence fluency

School Goal #2: Literacy (Writing style and Conventions)

References and sources to support actions

- Reading and writing programs in classrooms have access to classroom-based literature
- Commitment to keep Prep-time teacher as Library time. With a teacher-librarian, we are able to augment our literacy curriculum with all students.

School Goal #2: Literacy (Writing style and Conventions)

Backup Documentation

- FSA report 2014

FSA Grade 4, February 2014

04343020 - Eagle Ridge Elementary

Number of Grade 4 students based on February enrolment (may vary from the numbers shown below): 62

Reading	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
	All Students	4	6	8	13	43	69	7
Male	2	6	1	3	28	80	4	11
Female	2	7	7	26	15	56	3	11
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
ELL	1	7	1	7	9	64	3	21
Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Writing	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
	All Students	4	6	7	11	51	82	0
Male	2	6	5	14	28	80	0	0
Female	2	7	2	7	23	85	0	0
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
ELL	1	7	3	21	10	71	0	0
Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Numeracy	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
	All Students	4	6	10	16	43	69	5
Male	2	6	5	14	24	69	4	11
Female	2	7	5	19	19	70	1	4
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
ELL	1	7	3	21	7	50	3	21
Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

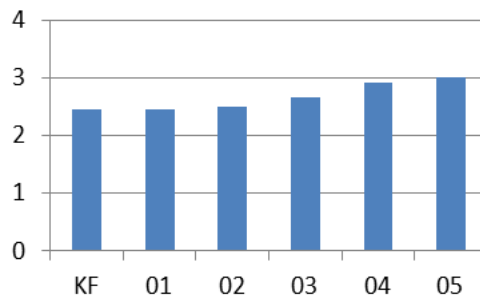
Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

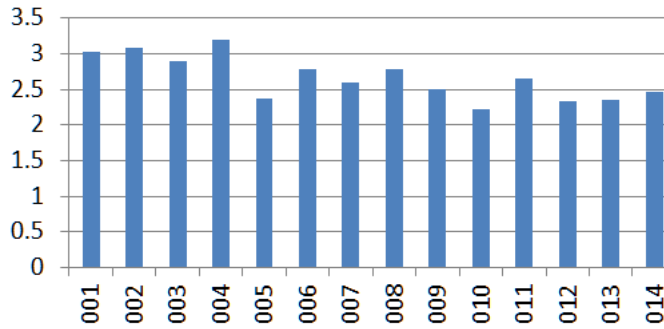
Average FSA Scaled Score - Grade 4 Reading

- Official FSA report for 2015 not yet available. Preliminary results shown here:

- School-Wide Write Results (May 2015, by grade, scale of 1 to 4)



- School-Wide Write Results (May 2015, by homeroom, 001 is grade 5, 014 is grade 1)



School Goal #2: Literacy (Writing style and Conventions)

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?

Continued practices that work well:

- using the 6 + 1 Writing Traits and Writers' Workshop models
- school-wide writes two times per year
- writers' wall to highlight student achievement
- word buddies Grade 1's with 4's

What will we do differently?

- Planning no significant changes to our plans for teaching and assessment of writing.

How will we provide for staff development and collaboration?

- Focus will switch to the study of the new Competencies and Learning Outcomes under the BC Ed Plan, effective at the end of 2015/2016.
- Pro-D planning for next year includes curriculum study

How will we involve parents?

- School goals are raised in discussions at PAC meetings at least 2x per year. Parents appreciate the focus on writing as a key component of the literacy curriculum.
- Parents are (as always) welcomed to contribute and provide ongoing feedback on our goal choices, APL documentation, etc.
- Through newsletter, website and blog, parents will be kept aware of our goals and progress. At PAC and SPC meetings, administration will share up to date information about strategies, successes and challenges around these ongoing efforts.

How will we involve students?

- We continuously speak with students about our goals. There are frequent references to our progress and pedagogy at assemblies.
- Students have not really been directly consulted in the choice to continue with writing as a school goal.

How will we monitor progress and adjust actions?

- Ongoing use of the school wide write system, as well as via FSA results at the Grade 4 level.

School Goal #2: Literacy (Writing style and Conventions)

Documentation of

Student writing samples were assessed in the fall term, in the areas of style

<p>learning</p> <p>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>and conventions. Teachers implemented the <i>6 + 1 Writing Traits</i> and <i>Writer's Workshop</i> models together with <i>the BC Writing Performance Standards</i>.</p> <p>The baseline assessment would traditionally occur in September. However, due to job action, only the second data collection for this report is used to determine the apparent status of our literacy goal.</p>
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School Goal #2: Literacy (Writing style and Conventions)

<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><i>Where are we now?</i></p> <p>This is an ongoing goal in our school. Now that we entering the transition year prior to implementation of new curriculum, we plan to analyze the Core Competencies as well as any changes in Prescribed Learning Outcomes and how they might affect our focus on writing.</p>
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Signatures

School Name: Eagle Ridge Elementary	School Goal: Social Emotional Learning School Goal: Literacy	School Year: 2014-15
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Jon Bruneau	
Parent	Melissa Fisher	
Parent		
Parent		
Recommended by Assistant Superintendent:		
Assistant Superintendent	Reno Ciofi	
Board and Superintendent Approval:		
Board Chair	Judy Shirra	
Superintendent	Patricia Gartland	

Print this page, have it signed by School Planning Council, scan it and attach it here	
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