


Action Plan for Learning

	School Name: Blakeburn Elementary
	School Goal: Social Emotional Learning
	School Year: 2014-2015


Goal / Inquiry Student learning	To use strategies and structures of Self-Regulated Learning (SRL) to teach students how to manage their emotions and stress in order to increase student achievement across all areas of the curriculum.
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • We have a growing number of students struggling with anxiety. • We notice a developmental trend in a child's ability to stay calm, focused and alert in class. • Self-regulated learners contribute to a well-functioning classroom.
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References and sources to support actions	<ul style="list-style-type: none"> • Four teachers working with Barry Bennett on designs for learning to support self-regulation. • A team of teachers went to Brenda Whittam-Neary on the pro-d days to bring back ideas for staff. • We are designing individual interventions for anxious students in consultation with behavior resources, occupational therapists, and our school based team (LIF).
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Backup Documentation	Resources: <ul style="list-style-type: none"> • The Whole Brain Child & other resources by Siegel and Bryson • The Ruler Approach with Miriam Miller • LIF meetings (3 per year) • The Heart and Mind Index
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Planned Actions Continuing practices working well (1-3) <ul style="list-style-type: none"> • 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? 	Starting the Charter Process with the staff with plans to expand to include students and parents next year. <ul style="list-style-type: none"> • Wordle • Values statements • Purpose statements Gatherings will focus on strategies and school wide focus on our mission, "Take care of yourself, Take care of others, Take care of this place". <ul style="list-style-type: none"> • Newsletter snippets track the whole school messages and actions. Staff meeting activities and journaling to reflect on data, progress, and strategies. <ul style="list-style-type: none"> • Heart and Mind Index data as reported on the March report card. • Teacher reflections and stories gathered from journals.
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<p>Backup Documentation</p>	<p style="text-align: center;"><u>Wordle of Values</u></p>  <p><i>We want to consistently and create a positive learning environment by:</i></p> <ul style="list-style-type: none"> • Being prepared and organized. • Sharing our values, making them visible. • Giving and receiving respect. • Intentionally develop connections. <p>Some staff purpose statements:</p> <ul style="list-style-type: none"> • My purpose is to support and encourage children to be the best they can be and find joy in learning. • My purpose is to create lifelong learners of music so that they can experience the transformative powers of this art form. • My purpose is to nurture students, staff and parents in being their best selves.
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<p>Documentation of learning 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. 	<ul style="list-style-type: none"> • Teacher List of Actions: Collected in the staff meeting. • Report Card Data: March 2015 Academic Learning: reading, writing and numeracy using the measurement rubric language designed for the report card. • Heart & Mind Index: based on teacher judgment, do children need support, occasional reminders or can they consistently and independently be: alert & engaged, secure & calm, able to solve problems peacefully, compassionate & kind and able to get along with others. • Classroom Assessments Based on Teacher Judgment (based on BC Performance Standards) May 2015
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<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Teacher Actions in Classrooms April 2015 </div> <div style="text-align: center;">  Report Card Data March 2015.docx </div> <div style="text-align: center;">  Heart and Mind March 2015.docx </div> <div style="text-align: center;">  Blackburn - CBA for APL 2015.doc </div> </div>
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<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>We are seeing that our younger children are less regulated and that our older children are regulated for the most part. We attribute that to:</p> <ul style="list-style-type: none"> • Age appropriate differences. • Effective Supports: as we attend to the individual needs of a child we build strategies around them to help them regulate. <p><u>We want to further explore:</u></p> <ul style="list-style-type: none"> • Heart and Mind Index: elaborate on the definitions, age appropriateness, indicators, and how to have those conversations with parents. • Transitions: our children take a while to transition after breaks, can we explore how to support them i.e. Reverse lunch, settling strategies... <p><u>Academic Reflections:</u></p> <ul style="list-style-type: none"> • A high number of intermediate students are exceeding expectations. • The bulk of our population is meeting or fully meeting expectations. • The criteria and scale grow as the children get older which allows for recognition that the learning becomes more subtle as children get older. • Important to have K/1 with fewer and wider categories because it allows for individual rates of development at the younger ages. <p><u>We wonder:</u></p> <ul style="list-style-type: none"> • Girl/boy results? • Would results differ if we had no letter grades, are they motivators? • Are we consistent?
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<p>Literacy Data Attach the following :</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Letter Grades March 2015.docx</p> </div> <div style="text-align: center;">  <p>Foundation Skills Assessment 2015.doc</p> </div> </div> <p><u>Reflection:</u></p> <ul style="list-style-type: none"> • Awesome results in FSA, good work teachers and students. • Few kids not yet meeting (we know this does not include our exempt students). <p><u>We Wonder:</u></p> <ul style="list-style-type: none"> • We would like to compare letter grades with FSA. • Are students' individual scores consistent or do they excel/struggle in different areas? • Can we graph it to show the individual scores to see where students fall within the range of meeting expectations?
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Signatures

School Name: Blakeburn	School Goal: Social Emotional Learning	School Year: 2014-2015
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Andrea McComb	
Parent	Sabrina McEachran	
Parent	Meaghan Relkie	
Parent	Liz Kim	
Recommended by Assistant Superintendent:		
Assistant Superintendent	Gerald Shong	
Board and Superintendent Approval:		
Board Chair	Judy Shirra	
Superintendent	Patricia Gartland	

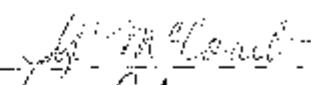
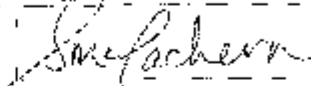

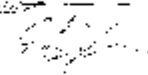
Signatures

School Name: Stakeburr

School Goal: Social Emotional Learning

School Year:
2014-2015

Submitted by School Planning Council:

Title	Name	Signature
Principal	Andrew McCosh	
Parent	Nabrina McCoshran	
Parent	Breaghan Seikie	
Parent	Liz Kim	

Recommended by Assistant Superintendent:

Assistant Superintendent	Gerald Strong	
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Board and Superintendent Approval:

Board Chair	Judy Shiroa	
Superintendent	Patricia Gartland	

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