


# Action Plan for Learning

	<b>School Name:</b> Blakeburn
	<b>School Context Link:</b> <a href="#">About Blakeburn</a>
	<b>School Goal:</b> Social Responsibility
	<b>School Year:</b> 2015-2016








<b>Goal / Inquiry</b> Student learning	To examine our routines, practices and celebrations using the First Peoples' Principles of Learning, with the goal of growing our relationships to best support students in being calm, alert, engaged, and ready for learning.
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<b>Rationale</b> 1-3 reasons for choosing goal	<ul style="list-style-type: none"> <li>• Routines and practices support relationships through the focus on creating a culture of care</li> <li>• Learning is strongly impacted by the ability of a child to self-regulate</li> <li>• Our traditions can support an evolving culture in a meaningful way</li> </ul>
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<b>References</b> and sources to support actions	<a href="#">First Peoples' Principles of Learning</a> <a href="#">Self-Regulation</a> <a href="#">Mindwell</a>
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Backup Documentation	Education Fund Proposal (internal document only)
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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> <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>• Explore the Principles of Learning and brainstorm which areas we already exemplify the principle and which areas of growth?</li> <li>• Explore the area of growth and look for examples in our school.</li> <li>• Build upon the strategies we are already trying improve in regards to relationship being the foundation of co-regulation and self-regulation (greetings, settling in time for anxious students, check-ins, restorative practices, zones of regulation, exploration of play)</li> <li>• School-wide project and celebration.</li> <li>• Building our capacity for documentation and making learning visible to students.</li> </ul>
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Backup Documentation	 Principles' of Learning Pro-d Activitil  Connecting the Resources New Curric  Collections School-Wide Project. c
Documentation of learning Key evidence of change <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>• Welcoming Week we focused on Kindness as the foundation of empathy building and relationships.</li> <li>• Our first Pro-d Day we established long lists of practices we already are doing to build upon the Principles of Learning. As well we defined, “Learning requires exploration of one’s identity and is explored through memory, history, and story” as the learning principle we will focus on throughout the year.</li> <li>• “Collections” was our whole school collaborative unit including teachers, students and parents was an exploration of identity as it relates to memories, stories, and collections.</li> <li>• Mindful Moments Challenge, we have been practicing mindful moments as a school since.</li> <li>• Whole School participated in Circles training.</li> <li>• Bounce at the Bell creates a school-wide morning check-in and bonds of connectedness.</li> <li>• Performing artists and performance built upon the theme and builds bonds between us.</li> <li>• Building the culture through traditions like gatherings, celebrating, track and field.</li> </ul>
Backup Documentation	 Integration Frame.docx  Self-Regulating Behavior Data March  Mindfulness Excerpt from February 2016  Excerpt from January 2016 Staff M

<b>School Community Engagement Process</b> <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>	<ul style="list-style-type: none"> <li>• Everyone: newsletters, celebrations, collaborative unit.</li> <li>• Teachers: pro-d days, staff meetings, responses, committee work, CDMC.</li> <li>• Parents: PAC meetings, celebrations, student-led conferences, survey.</li> <li>• Students: Bounce at the Bell Messages, Mindful Moments, Zones of Regulation, Circles, Mandala Making, Collections Collaborative Unit.</li> </ul>
Backup Documentation	 Brainstorm.JPG  Buddy Heart.JPG  class charter.JPG  Kindness Hands.JPG  Kindness Heart with Band Aids.JPG  What I love about me.JPG

<b>Reflection Highlights</b> <ul style="list-style-type: none"> <li>• Where are we now?</li> </ul>	<ul style="list-style-type: none"> <li>• Our children are performing well in reading, writing and numeracy.</li> <li>• We were a little surprised at the number of students not yet meeting</li> </ul>
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<ul style="list-style-type: none"> <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>expectations in numeracy on the FSA, it does not relate to their everyday performance in school.</p> <ul style="list-style-type: none"> <li>• We are pleased with many of the promising practices: WITS, How Does Your Engine Run, Play groups, Work/Break schedules, Team Teaching; as we see the number of student who “Need Support” in primary to “With Reminders” in Intermediate on the indicators of the continuum of self-regulating behaviors.</li> <li>• We are able to Notice, Name, and Nurture student responses based on the Personal &amp; Cultural Identity Core Competency.</li> </ul>
Backup Documentation	

**(Delete this section if Literacy is your main goal)**

<p><b>Literacy Data</b> Attach the following:</p> <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         Report Card Data        March 2016.docx     </div> <div style="text-align: center;">         Blackburn - CBA for        APL 2016.doc     </div> </div> <p style="text-align: center;"><a href="http://www.bced.gov.bc.ca/reports/pdfs/fsa/fsa_writers_only/04343074.pdf">http://www.bced.gov.bc.ca/reports/pdfs/fsa/fsa_writers_only/04343074.pdf</a></p>
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## Signatures

School Name: <b>Blakeburn</b>	School Goal: <b>Social Responsibility</b>	School Year: <b>2015-2016</b>
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Title	Name	Signature
Principal	<b>Andrea McComb</b>	
Assistant Superintendent	<b>Gerald Shong</b>	

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



APL Signature Page  
2016.pdf