


# Action Plan for Learning

	<b>School Name:</b> Cedar Drive Elementary
	<b>School Context Link:</b>
	<b>School Goal:</b> Social Emotional Learning
	<b>School Year:</b> 2017 - 2018

<b>Goal / Inquiry</b> Student learning	<p><b>To grow students' self-awareness and ability to self-regulate.</b></p> <p><u>Inquiry</u> - If we teach students to better regulate their emotions, will this help to:</p> <ol style="list-style-type: none"> <li>1) Increase their ability to solve problems peacefully; and</li> <li>2) Improve their learning and engagement.</li> </ol> <p><b>Core Competency: Personal Awareness and Responsibility</b>  <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>This goal was adopted two years ago. An administrator change for 2016-17 has resulted in a review by staff in June 2017, and a re-commitment to the objective for the following reasons:</p> <ol style="list-style-type: none"> <li>1. Self-Regulation is a key factor in student success at school.;</li> <li>2. Over the past few years, staff have perceived an increase in the number of students who have difficulty remaining focused and regulating their conduct;</li> <li>3. The capacity of students to self-regulate contributes to a well-functioning classroom and a healthy school culture.</li> </ol>
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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>• Meet life's challenges, respond to life's stressors, return to a calm and alert state, ready to deal with new circumstances; and</li> <li>• Rise to life's potential, supported by optimal conditions for learning, mental health &amp; well-being, social engagement, and thriving.</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</b>          The RULER Approach to Social and Emotional Learning (Miriam Miller).</p>
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	<p><b>RULER</b></p> <p>Recognizing emotions to obtain valuable information about ourselves and our environment;</p> <p>Understanding the causes and consequences of emotions to predict behavior</p> <p>Labeling emotions to describe feelings precisely;</p> <p>Expressing emotions to communicate effectively and in socially appropriate ways;</p> <p>Regulating emotions to promote learning and personal growth, including healthy relationships.</p>
Backup Documentation	

<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>At the outset of this goal (2015-16) Marna MacMillan (District Coordinator) led the staff in a three-part MindUp training series. The decision being made in the belief that by focusing on Mindfulness with all our students we can increase the likelihood that they will become aware of the impact of their choices on others and moderate their behavior. This had some initial success in year one.</p> <p>The 2016-17 school-year was a year of transition with a new principal, but also a recommitment to the goal for 2017-18, when several new staff will be joining the school.</p> <p>What follows reflects the staff decision to recommit:</p> <ol style="list-style-type: none"> <li>1. Monthly Staff Meetings – a regular discussion topic and progress report;</li> <li>2. All teachers will sign up to present an SEL activity that they have done or are doing with their class;</li> <li>3. Staff are being encouraged to consider SEL related Learning Teams and Pro D day offerings. The school is subsidizing Pro-D activities in this area;</li> <li>4. Where possible use Mindfulness informed strategies during assemblies to help students settle during transitions;</li> <li>5. Provide supplements to Newsletters inform parents what we are doing and advocate for support for social/emotional learning practices at home;</li> <li>6. The staff will explore starting Random Acts of Kindness weeks in the spring with each division taking a week;</li> <li>7. Continue making Mindfulness activities a focus of the Kindness Day assembly on the third Wednesday of each month;</li> <li>8. Staff suggestions for 2017-18 (to be discussed in Sept.): <ul style="list-style-type: none"> <li>• Commit to doing daily Mindful Breathing in every class;</li> <li>• Play meditative music after lunch on the PA every day;</li> <li>• Develop a routine that prompts/supports staff settling and calming prior to going to class in morning/at lunch;</li> <li>• Buddy classes;</li> <li>• Peer reading K's with 5's 1's with 4's;</li> <li>• RULER training and implementation.</li> </ul> </li> </ol> <p>How will we involve parents?</p> <ul style="list-style-type: none"> <li>• PAC meeting updates;</li> <li>• Newsletters/Bulletins;</li> <li>• Open House, school-wide celebrations, student-led conferences;</li> </ul>
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	<ul style="list-style-type: none"> <li>• Report Card through the Student Self-Assessment of the Core Competencies.</li> </ul> <p>How will we involve students?</p> <ul style="list-style-type: none"> <li>• Direct instruction of the language of the Core Competencies;</li> <li>• Classroom discussions of: <i>What does it mean to be self-regulated?</i>;</li> <li>• Student self-assessment of the Core Competencies.</li> </ul>
Backup Documentation	


<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>The main focus of the 2016-17 school-year was on implementation of the redesigned BC curriculum. Teachers were creating and implementing new learning plans across the curriculum. This work will continue, as full implementation of all parts of the new curriculum is a significant task. In addition, teachers created new templates for Communicating Student Learning, so that the reporting document reflected redesigned assessments. We did not assign letter grades, with parent support, for Gr. 4 &amp; 5 students this year, but teachers did begin the process of using and teaching the Core Competencies for students to self-assess.</p> <p>Each teacher was able to identify changes they intend to make next year that will make a difference for students.</p>
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<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>Teachers were surveyed, towards the end of the year, on their assessment of the progress of the goal</p> <p>It was at the June staff meeting that staff recommitted to maintaining the goal, and brainstormed implementation strategies.</p> <p>The recommitted goal was shared at the PAC General meeting.</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>Throughout 2016-17, staff concentrated most on the BC Redesigned Curriculum and improving Communicating for Learning through Cedar Drive designed reporting templates. Much collaboration time was spent planning curriculum, assessment and reporting (to reflect that new curriculum); and student self-assessment of the Core Competencies.</p> <p>As teachers worked with the Core Competencies at all grade levels, they quickly realized that it will be an evolving and ongoing process of learning to teach students the language of the Core Competencies, and also how to help students self-assess their learning.</p>
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	This process will continue for the 2017-18 school-year.
Backup Documentation	

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

<b>Literacy Data</b> Attach the following: <ul style="list-style-type: none"><li>• Classroom Assessment</li><li>• School Assessment</li><li>• FSA results</li></ul>	<b>The Classroom Assessment files as attached.</b>  Cedar Drive - CBA for APL 2017.pdf  <b>FSA data when it is published by the Ministry.</b>
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# Signatures

<b>School Name: Cedar Drive Elementary</b>	<b>School Goal: Social Emotional Learning</b>	<b>School Year: 2017 2018</b>
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<b>Title</b>	<b>Name</b>	<b>Signature</b>
Principal	<b>Brian Leonard</b>	
Assistant Superintendent	<b>Gerald Shong</b>	

<b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b>	 2017 Signature Page.pdf
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