

Action Plan for Learning

	School Name: Cedar Drive Elementary
	School Goal: Self-regulated Learning
	School Year: 2019 - 2020

Goal / Inquiry Student learning	<p>To grow students' self-awareness and ability to self-regulate.</p> <p>To use strategies and structures of Self-Regulated Learning (SLR) to teach students how to independently manage their emotions and stress in order to increase student achievement across all areas of the curriculum.</p>
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • During the recent two years, staff have perceived an increase in the number of students who have difficulty remaining focused and regulating their conduct; • We have a growing number of students struggling with anxiety; • Self-regulated learners contribute to a well-functioning classroom, is a key factor in student success at school, and contributes to a healthy school culture;
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References and sources to support actions	<p>Redesigned BC Curriculum https://curriculum.gov.bc.ca/competencies/personal-awareness-responsibility</p> <p>Core Competency: Personal Awareness and Responsibility <i>Personal awareness and responsibility include 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> <p>Canadian Self-Regulation Initiative (CSRI - http://www.self-regulation.ca/) <i>We take a broad and inclusive approach to self-regulation. Generally, we view self-regulation as the capacity to:</i></p> <ul style="list-style-type: none"> • <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> • <i>Rise to life's potential, supported by optimal conditions for learning, mental health & well-being, social engagement, and thriving.</i> <p>The MEHRIT Centre Self-Reg Knowledge Series (Stuart Shanker) http://self-reg.ca/self-reg/self-regknowledge-series/</p> <p>The Anchors of Emotional Intelligence The RULER Approach to Social and Emotional Learning (Miriam Miller).</p> <p>RULER 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>
Backup Documentation	

<p>Planned Actions Continuing practices working well (1-3)</p> <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? 	<p>This past year, we drew attention to the relationship between our school goal and the Social Responsibility Core Competencies of the redesigned curriculum.</p> <p>At a recent Staff Meeting, the staff has re-committed to this initiative for the 2019-20 school-year. Staff suggestions include (to be reviewed in Sept.):</p> <ul style="list-style-type: none"> • Direct instruction of the language of the Core Competencies; • During the Fall of 2019, we will develop common language (K-5); • We will discuss and develop school-wide strategies to teach students how to independently manage their emotions and stress; • Monthly Staff Meeting updates – a regular discussion topic and progress report; • Teachers will sign up to present an SEL activity that they have done or are doing with their class; • Using Social Responsibility Performance Standards rubrics, teachers will collect baseline data in the Fall of 2019; • Using the same Performance Standards, teachers will assess student progress in the Spring of 2020, then analyze and discuss our progress on this goal; • Mindfulness informed activities & strategies during monthly Kindness Day assemblies on the fourth Wednesday of each month; <p>How will we involve parents?</p> <ul style="list-style-type: none"> • PAC meeting updates; • Newsletters/Bulletins; • Open House, school-wide celebrations, student-led conferences; • Report Card through the Student Self-Assessment of the Core Competencies. <p>How will we involve students?</p> <ul style="list-style-type: none"> • Direct instruction of the language of the Core Competencies; • Classroom discussions of: <i>What does it mean to be self-regulated?</i> • Student self-assessment of the Core Competencies.
Backup Documentation	

<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 	<p>Implementation of the redesigned BC curriculum, and new templates for Communicating Student Learning, continue to be the focus areas for the school. These are both significant tasks that will require several years to fully implement.</p> <p>Teachers are teaching the language of the Core Competencies and using them for students to self-assess.</p>
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results, performance standard data, anecdotal evidence, work samples, etc.	
Backup Documentation	

School Community Engagement Process <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff? 	Staff Meeting; Teacher surveys; Report Card data; Pro-D day learning; PAC meetings;
Backup Documentation	

Reflection Highlights <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>Throughout the year, staff concentrated most on the BC Redesigned Curriculum and using the new Communicating for Learning template. Much collaboration time was spent planning curriculum, assessment and reporting (to reflect the new curriculum) and developing methods for 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 how to help students self-assess their learning. This process will continue.</p>
Backup Documentation	

(Delete this section if Literacy is your main goal)

Literacy Data Attach the following: <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	<p>The Classroom Assessment data will be attached when made available.</p> <p>FSA data when it is published by the Ministry.</p>
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Signatures

School Name: Cedar Drive Elementary	School Goal: Self-regulated Learning	School Year: 2019-20
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Title	Name	Signature
Principal	Brian Leonard	
Assistant Superintendent	Gerald Shong	

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



2019 Signature
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