


# Action Plan for Learning

	<b>School Name: Cedar Drive Elementary</b>
	<b>School Goal: Self-regulated Learning</b>
	<b>School Year: 2021 - 2022</b>

<b>Goal / Inquiry</b> Student learning	<b>To grow students' self-awareness and ability to self-regulate.</b> 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.
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<b>Rationale</b> 1-3 reasons for choosing goal	<ul style="list-style-type: none"> <li>• Prior to the COVID-19 pandemic, staff perceived an increase in the number of students who have difficulty remaining focused and regulating their conduct;</li> <li>• We have a growing number of students struggling with anxiety;</li> <li>• Given the challenges of COVID-19, we believe this goal still to be most relevant;</li> <li>• 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;</li> </ul>
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<b>References</b> and sources to support actions	<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>Core Competency: Personal Awareness and Responsibility</b>  <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><b>Canadian Self-Regulation Initiative</b>            (CSRI - <a href="http://www.self-regulation.ca/">http://www.self-regulation.ca/</a>)  <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"> <li>• <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></li> <li>• <i>Rise to life's potential, supported by optimal conditions for learning, mental health &amp; well-being, social engagement, and thriving.</i></li> </ul> <p><b>The MEHRIT Centre Self-Reg Knowledge Series</b> (Stuart Shanker)  <a href="http://self-reg.ca/self-reg/self-regknowledge-series/">http://self-reg.ca/self-reg/self-regknowledge-series/</a></p>
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Backup Documentation	
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### 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?

This past year, we drew attention to the relationship between our school goal and the Social Responsibility Core Competencies of the redesigned curriculum.

Given the challenges created by COVID-19, the staff have re-committed to this initiative for the 2021-22 schoolyear. Staff suggestions include:

- Direct instruction of the language of the Core Competencies.
- Use of the Zones of Regulation language in the classroom and throughout the school.
- During the September 2021 Pro-D day, staff will develop Common Language (K-5) to support a clearer understanding by students.
- We will discuss and develop school-wide strategies to teach students how to independently manage their emotions and stress.
- Students will be taught how to properly engage in the Sensory Pathway.
- 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.
- Mindfulness informed activities & strategies during monthly Kindness Day assemblies on the fourth Wednesday of each month.

How will we involve parents?

- PAC meeting updates;
- Newsletters/Bulletins;
- Open House, school-wide celebrations, student-led conferences;
- Report Card through the Student Self-Assessment of the Core Competencies.

How will we involve students?

- Direct instruction of the language of the Core Competencies;
- Classroom discussions of: *What does it mean to be self-regulated?*
- Student self-assessment of the Core Competencies.
- Monthly Kindness Assembly where students wear their Cedar Drive *Keep Calm & Be Kind* Pink Shirt (see Image #1);
- Be the “I” in Kind Bulletin Board – all students will get their picture taken and mounted on one of the various bulletin boards around the school (see Image #2);

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- Monthly Kindness Assembly where students wear their Cedar Drive *Keep Calm & Be Kind* Pink Shirt (see Image #1);



Image #1

- Be the "I" in Kind Bulletin Board – all students will get their picture taken and mounted on one of the various bulletin boards around the school (see Image #2);



Image #2

**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.

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.

Teachers are teaching the language of the Core Competencies and using them for students to self-assess.

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**School Community Engagement Process**

- 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?

Entrance bulletin board – Image #1  
 Bee Kind Bulletin Board – Image #2  
 Connected Bulletin Board – Image #3  
 Bee Anything Bulletin Board – Image #4  
 Staff Meeting;  
 Teacher surveys;  
 Report Card data;  
 Pro-D day learning;  
 PAC meetings;  
 Monthly Kindness assemblies (parents are usually in attendance);

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- Entrance bulletin board – Image #1;



Image #1

- Bee Kind Bulletin Board – Image #2;



Image #2

- Connected Bulletin Board – Image #3;



Image #3

- Bee Anything Bulletin Board – Image #4;



Image #4

**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?

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.

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.

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

**Literacy Data**

Attach the following:

- Classroom Assessment
- School Assessment
- FSA results

FSA public data when it is published by the Ministry.

# Signatures

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School Name: Cedar Drive Elementary	School Goal: Self-regulated Learning	School Year: 2021-22
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Title	Name	Signature
Principal	<b>Brian Leonard</b>	
Assistant Superintendent	<b>Gerald Shong</b>	

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