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| **Action Plan for Learning** | |
|  | **School Name: Central Community School** |
| **School Context Link:** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2016/2017** |

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| Goal / Inquiry  Student learning | To use strategies and structures of Self-regulated Learning (SRL) to increase student achievement across all areas of the curriculum and to increase our students' abilities to resolve conflicts in thoughtful, respectful, and peaceful ways. |

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| Rationale  1-3 reasons for choosing goal | * Central school has the highest vulnerability in the district and learners struggle daily to regulate themselves * Self-regulation strategies positively impact classroom performance * Restorative Justice Principles help students resolve conflicts peacefully and teach perspective. |

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| References and sources to support actions | * Worked with Jillian Lewis, Restorative Justice facilitator, to help begin the process * Worked with Alex Larson to learn about circles * Several teachers are trained in Mind Up principles |
| Backup Documentation | **Resources:**   * **Restorative Circles in Schools by Bob Costello, Joshua Wachtel and Ted Wachtel** * **The Restorative Practices Handboook by Bob Costello, Joshua Wachtel and Ted Wachtel** |

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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? | Will Continue:   * utilizing restorative justice principles such as circles * reviewing restorative justice stories and ideas at monthly staff meetings   Will introduce   * utilizing circles at staff meetings * learning about self-regulation strategies other than mind up   We will utilize staff meeting and pro-d time to learn and reflect on our different practices.  Parents will be informed through PAC meetings and newsletters. Students have been included in the Matrix process and through classroom circles. |
| Backup Documentation |  |

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| 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. | * School-wide matrix was developed which included input from all stakeholders * Every class created a class charter with student, teacher and EA input * Number of office referrals for typical conflicts decreased * Students asked to go to the peace table to discuss and solve conflicts |
| Backup Documentation |  |

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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? | * During a pro-d day, work with staff to identify areas of focus for next year * Staff, both teachers and support staff wished to continue our restorative justice focus as well as investigating self-regulation strategies * Students helped develop the school matrix which outlines agreed upon expectation around the school * Parents were encouraged to adopt similar language and matrix at home to build a connection between home and school for the students |
| Backup Documentation |  |

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| 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? | * Staff utilizing various restorative practices to solve typical conflicts, eg. Circles, peace tables, mediated conversations * Number of incidents reported to the office is decreased * Students who have other challenges, ADHD or behaviour concerns, need something different * Will utilize self-regulation strategies and sensory room * Working with IBT to complete a needs assessment to learn how to best deploy school resources * Working with Student services on pilot project for early intervention |
| Backup Documentation |  |

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

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| **Literacy Data**  Attach the following:   * Classroom Assessment * School Assessment * FSA results |  |

Signatures

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| School Name: Central Community School | School Goal: Social Emotional Learning | School Year: 2016/2017 |

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| Title | Name | Signature |
| Principal | **Tristan McCutcheon** |  |
| Assistant Superintendent | **Robert Zambrano** |  |

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