


# Action Plan for Learning

	<b>School Name: Ecole Glen Elementary</b>
	<b>School Goal: Social Emotional Learning</b>
	<b>School Year: 2014-2015</b>

<b>Goal / Inquiry</b> Student learning	To develop a common language across the school regarding <ol style="list-style-type: none"> <li><b>our emotions</b></li> <li><b>identifying emotional states</b></li> <li><b>developing strategies to self-regulate</b></li> <li><b>using strategies to move from one emotional state to another</b></li> </ol> <p>To increase student satisfaction and safety while at school and student achievement across all areas of the curriculum.</p>
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<b>Rationale</b> 1-3 reasons for choosing goal	<ol style="list-style-type: none"> <li><b>We have a growing number of students struggling with anxiety.</b></li> <li><b>Self-regulated learners contribute to a well-functioning classroom.</b></li> <li><b>Self –regulated learner contribute to a well- functioning school.</b></li> </ol>
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<b>References and sources</b> to support actions	<ul style="list-style-type: none"> <li>• August-The Principal and Vice Principal attended a Stuart Shanker conference.</li> <li>• November- District staff from the CAST team presented to the entire staff on the neuro-science of Self-Regulated Learning</li> <li>• November Principal and VP attend Mariam Miller workshop on the RULER approach to SEL</li> <li>• A team of teachers and administrator attended a full day in service with Brenda Whittam-Neary on the district focus professional day to bring back information for staff.</li> <li>• April- Glen Staff attended the second Brenda Whittam-Neary inservice.</li> <li>• Monthly staff meeting time was devoted to learning about self-regulation.</li> <li>• We are designing individual interventions for anxious students in consultation with behavior resources, occupational therapists, and our school based team (LIF).</li> </ul>
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<b>Backup Documentation</b>	<b>Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">Review of the research on Self-Regulated Learning</a></li> <li>• <a href="#">How does your Engine Run Research</a></li> <li>• <a href="#">Zones of Regulation</a></li> <li>• <a href="#">The Heart and Mind Index</a></li> </ul>
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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> </ul>	Started with opening staff meeting to identify objectives for the year. <ol style="list-style-type: none"> <li>1. Develop a Common Language regarding emotions and emotional states</li> <li>2. Measurement</li> <li>3. Select and begin implementation of school wide evidence based program for self-regulation</li> </ol>
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- 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?

**Continuing Practices**

1. Maintain school goal – Self Regulated Learning
2. Continue to implement Zones of Regulation and How Does Your Engine Run? Through co-teaching model with the school counsellor as lead.
3. Continue to develop common language across the entire school/ signage/ posters and daily conversation.

**What will we do differently?**

1. **Change the classroom assessment to measure improvement in self-regulation.**
2. **Increase the visual supports for self-regulated learning around the school**
3. **Purchase more resources for Zones of Regulation for classroom teachers**

**Staff Development and Collaboration (14/15)**

1. Monthly professional development committee meetings to plan for focus on self-regulated learning at monthly staff meeting, district focus days and school based professional days. We need a monthly and yearly plan and this committee helps to keep us on track
2. **Set aside 1 hour of monthly staff meeting time to:**
  - Identify and implement a school wide evidence based program (How does your engine run? and Zones of Regulation).
  - Select means to measure progress
  - Learn and practice self-regulation strategies

**How are we involving parents?**

- Newsletter articles
- School web site
- Links to articles and information on self-regulated learning on web site and newsletters
- Include updates and discussions at PAC meetings
- Will include information at our parent open house and Welcome to K events

**How are we involving students?**

- Student playground committee (one rep from every grade 3-5 class) plans for safer and more engaged play while outside
- SPC also provides the Principal important insight as to the issues, concerns and things that are working for students
- SPC presented to PAC to seek support for their proposals for playground improvement in spring 2015 and request PAC apply for city grants. New committee to 15/16 will assist with grant applications.
- Hosted and toured school trustee Carol Cahoon and Assistant Superintendent Julie Pearce. SPC will continue to inform district staff of the needs of Glen and assist with advocacy

**Monitor and adjust**



1. SPC provides important information regarding student experiences
2. Pro d committee provides important information and insight regarding staff needs and experiences.
3. Regular staff feedback forms provide insight as to the supports needed for teacher and the level of staff support for the school focus on SRL

Backup Documentation	
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<p><b>Documentation of learning</b> 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>	<ul style="list-style-type: none"> <li>• <b>School List of Gains:</b> Collected in the staff meeting, what gains have we made as a school in regards to running a calm and orderly school?</li> <li>• In September 77% of staff identified student movement in the hallways at drop off and pick up as a school priority to create a calmer learning environment in the school</li> <li>• In the March staff meeting staff were asked to identify one thing we have improved since September as a school. 67% of staff identified student movement in the hallways at drop off and pick up as a significant gain.</li> <li>• A further 18% identified self-regulation as the most significant improvement</li> </ul>
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Backup Documentation	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Playground Committee Comparisc</p> </div> <div style="text-align: center;">  <p>Staff Comparison Information re school</p> </div> </div>
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<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>We are seeing that our younger children are less regulated and that our older children are more regulated. We attribute that to:</p> <ul style="list-style-type: none"> <li>• Age appropriate differences.</li> <li>• Effective Supports: as we attend to the individual needs of a child we build strategies around them to help them regulate.</li> </ul> <p><b><u>We want to further explore:</u></b></p> <ul style="list-style-type: none"> <li>• A common assessment strategy to measure or better gauge the impact of the focus on self-regulated learning and specifically the impact of the implementation of How Does Your Engine Run and Zones of Regulation</li> <li>• Transitions: our children take a while to transition after breaks, can we explore how to support them i.e. change in bell schedule and/or settling strategies...</li> </ul> <p><b><u>Academic Reflections:</u></b></p> <ul style="list-style-type: none"> <li>• A high number of grade 4 students are not fully meeting expectations in reading and math</li> <li>• The criteria and assessment scale grow as the children get older which allows for recognition that the learning becomes more subtle as children get older.</li> </ul> <p><b><u>We wonder:</u></b></p> <ul style="list-style-type: none"> <li>• Why are the writing results higher than the reading results?</li> <li>• Is language acquisition getting in the way of better performance in math?</li> <li>• Girl/boy results?</li> </ul>
<p>Backup Documentation</p>	

<p><b>Literacy Data</b> Attach the following :</p> <ul style="list-style-type: none"> <li>• Classroom Assessment/ School Assessment</li> <li>• FSA results</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>School assessment data.docx</p> </div> <div style="text-align: center;">  <p>FSA 2015.docx</p> </div> </div> <p><b><u>Reflection:</u></b></p> <ul style="list-style-type: none"> <li>• Concerning results in FSA, particularly in Math and Reading</li> </ul> <p><b><u>We Wonder:</u></b></p> <ul style="list-style-type: none"> <li>• Why are writing results better than reading results (reading usually proceeds writing)?</li> <li>• Is the learning of English affecting the scores for students in formal testing situations where little or no language support is available?</li> <li>• We would like to compare letter grades with FSA.</li> <li>• Are students' individual scores consistent or do they excel/struggle in different areas?</li> </ul>
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# Signatures

School Name: <b>Glen Elementary</b>	School Goal: <b>Social Emotional Learning</b>	School Year: <b>2014-2015</b>
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<b>Submitted by School Planning Council:</b>		
Title	Name	Signature
Principal	<b>Sarah Husband</b>	
Parent	<b>Krista Beech</b>	
Parent	<b>Suzi Allen</b>	
Parent	<b>Jennifer Ladouceur</b>	
<b>Recommended by Assistant Superintendent:</b>		
Assistant Superintendent	<b>Julie Pearce</b>	
<b>Board and Superintendent Approval:</b>		
Board Chair	<b>Carol Cahoon</b>	
Superintendent	<b>Patricia Gartland</b>	

<b>Print this page, have it signed by School Planning Council, scan it and attach it here</b>	
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