

# Action Plan for Learning

	<b>School Name:</b> Glen Elementary
	<b>School Goal:</b> Self-regulated Learning
	<b>School Year:</b> 2021-22

<b>Goal / Inquiry</b> Student learning	<ol style="list-style-type: none"> <li>To continue to increase staff and family understanding of the theory of self-regulation and development of co-regulation competencies so that they can effectively foster the development of adaptive self-regulation skills in students. Support teachers to intentionally weave self-regulation pedagogy into academic curriculum.</li> <li>To continue to increase staff understanding of trauma so that they can recognize markers of it (especially in students) and respond with adaptive, supportive pedagogy.</li> </ol>
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<b>Rationale</b> 1-3 reasons for choosing goal	<ol style="list-style-type: none"> <li>Children develop healthy, pro-social self-regulation strategies when caring, responsible adults model those strategies through intentional co-regulation.</li> <li>Self-regulated learners contribute to safe, caring and learning-focused classrooms and schools. Healthy, pro-social self-regulation skills are strongly associated with success in school and life.</li> <li>Trauma can interfere with the development of adaptive self-regulation skills. Children affected by trauma require specialized responses from the adults who care for them.</li> </ol>
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<b>References</b> and sources to support actions	<ul style="list-style-type: none"> <li>Review of the research on Self-regulated Learning (especially the work of Dr. Stuart Shanker and the Mehrit Centre).</li> <li>Zones of Regulation, <i>Superflex</i> program, WITS, <u>Powerful Understandings</u> (Adrienne Gear)</li> <li>SD43 and community supports re: trauma informed practice (Rachel French, Marna Macmillan, Kinsite, MCFD Integrated Practice Program)</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> <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>	<b>Continuing Practices</b> <ul style="list-style-type: none"> <li>Build professional knowledge and skills in co- and self-regulation through a support model led by the Principal and Vice-Principal, and supported by the counsellor. Further develop common “co-regulation/self-regulation” language, with a focus on recognizing and reframing behaviours; identifying and reducing stressors; recovery and learning new behaviours.</li> <li>Continue to use “Zones” language and teaching materials; incorporate “WITS” and “Superflex” language and teaching materials in classrooms and school-wide.</li> <li>Continue to develop staff knowledge and understanding of trauma-informed practice (expert speakers/facilitators, evidence-based literature, professional dialogue)</li> <li>Engage families in learning about self-regulation, Zones, Superflex, WITS and trauma-informed practice through informal conversations, newsletters and PAC meetings.</li> <li>Continue to support the re-design of physical environments to facilitate co-/self-regulation and to reduce/mitigate stressors (including purchase of necessary furniture/furnishings)</li> </ul> <b>What will we do differently?</b> <ul style="list-style-type: none"> <li>Connecting staff with use of Charters. Will create a staff charter and ease teachers into familiarity of use of charters and how they can support classrooms.</li> <li>Further adopt and implement pedagogical strategies from Adrienne Gear’s <u>Powerful Understandings</u> to connect self-regulation, Zones, Superflex and WITS directly to Core Competencies through intentional curriculum planning</li> </ul>
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	<ul style="list-style-type: none"> <li>• Access Mehrit Center self-regulation, Zones, Superflex and WITS materials via those organizations’ websites and literature; incorporate these materials into practice</li> </ul> <p>Staff Development and Collaboration</p> <ul style="list-style-type: none"> <li>• Engage district supports (Learning Services, IST &amp; IST-ASD)</li> <li>• Engage community supports (Kinsite, MCFD Integrated Practice Program)</li> <li>• Create and use sensory spaces in classrooms and common learning environments</li> <li>• Orient new staff to APL goals and our learning to date</li> <li>• At staff meetings and Professional Development Days, extend and deepen staff knowledge of evidence-based programs (Shanker Method, Zones of Regulation, Superflex, WITS, <u>Powerful Understandings</u>, trauma-informed practice)</li> </ul> <p>How are we involving parents?</p> <ul style="list-style-type: none"> <li>• Newsletter articles</li> <li>• Links to articles and information about self-regulated learning on web site and in newsletters</li> <li>• Include updates and discussions at PAC meetings</li> <li>• Include information at school community events</li> </ul> <p>How are we involving students?</p> <ul style="list-style-type: none"> <li>• Consult students through teachers to solicit feedback regarding class-specific or playground issues that reflect a need to apply co-/self-regulation understanding and skills</li> </ul> <p>Monitor and Adjust Staff, student and family feedback sought and used to refine/adjust plan of action (collection through staff meetings, class meetings, PAC Meetings, etc.)</p>
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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>	<p>Staff and student feedback, collected informally throughout the year, indicates that:</p> <ul style="list-style-type: none"> <li>• Staff have increased their intentional use of co-regulation materials, skills and common language to support students’ development of healthy, pro-social self-regulation strategies (staff includes most staff: teachers/counsellor, EAs, youth worker, office staff, noon-hour supervisors)</li> <li>• Staff continue to see increases in how students are using healthy, pro-social self-regulation materials, strategies and common language with increased independence and success, both in classrooms and on the playground</li> </ul>
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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,</li> </ul>	<p>All stakeholders were engaged through collaborative dialogue, and goals were shared, in a variety of venues:</p> <ul style="list-style-type: none"> <li>• Staff meetings and professional development learning sessions</li> <li>• Parent events and regular PAC meetings</li> <li>• Class lessons and school assemblies</li> <li>• Informal learning-focused conversations (face-to-face, telephone, email)</li> </ul>
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teachers, students & support staff?	
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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>Our school team is excited to continue our work next year. The COVID-19 pandemic intensified the significance of, and need for, our current goal. Our learning shifted towards guiding our community through the immediate shared trauma we experienced due to working and learning in pandemic conditions: Self- and wrap-around care for staff, students and families quickly became our goal and focus for professional learning. After debriefing our experiences, we have determined that in 2021-22 we want to return our focus to the learning themes we had laid out for 2021-21:</p> <ul style="list-style-type: none"> <li>• Connect teachers with 'The Ruler Approach' - introduce and create a staff charter and increase teacher understanding and use of the 'mood meter'</li> <li>• Further connect self-regulation, Zones, Superflex and WITS directly to Core Competencies through <u>Powerful Understandings</u> (Adrienne Gear)</li> <li>• Engage families in our learning about Self-regulation, Zones and WITS through regular parent workshops and education sessions, informal conversations, newsletters and PAC meetings.</li> <li>• Access Mehrit Center self-regulation, Zones, Superflex and WITS materials via those organizations' websites and resources</li> <li>• Support the re-design of learning environments to facilitate co-/self-regulation and to reduce/mitigate stressors (including purchase of necessary furniture/ furnishings)</li> <li>• Further cultivate trauma-informed practice</li> </ul>
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<p><b>Literacy Data</b></p> <p>Attach the following:</p> <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul>	<p><a href="https://sd43bccamys.sharepoint.com/personal/ndaneault_sd43_bc_ca/Documents/APL/FSA%202020%20-%20Reading%204.pdf">https://sd43bccamys.sharepoint.com/personal/ndaneault_sd43_bc_ca/Documents/APL/FSA%202020%20-%20Reading%204.pdf</a></p> <p><a href="https://sd43bccamys.sharepoint.com/personal/ndaneault_sd43_bc_ca/Documents/APL/FSA%202020%20-%20Writing%204.pdf">https://sd43bccamys.sharepoint.com/personal/ndaneault_sd43_bc_ca/Documents/APL/FSA%202020%20-%20Writing%204.pdf</a></p>
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# Signatures

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<b>School Name: Glen Elementary</b>	<b>School Goal: Self-regulated Learning</b>	<b>School Year: 2021-22</b>
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<b>Title</b>	<b>Name</b>	<b>Signature</b>
Principal	<b>Nicole Daneault</b>	
Vice Principal	<b>Tamara Sengotta</b>	
Assistant Superintendent	<b>Robert Zambrano</b>	

<b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b>	<a href="#">APL - Glen - 2021-2022 Signature Page.pdf</a>
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