


Action Plan for Learning

	School Name: École Glen Elementary
	School Goal: Social Emotional Learning
	School Year: 2016-2017

Goal / Inquiry Student learning	<ol style="list-style-type: none"> To have students put into practice their learning from Zones of Regulation on the playground to help create a calm and caring environment. To further increase staff, students and parent engagement in the Zones of Regulation through targeted activities.
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Rationale 1-3 reasons for choosing goal	<ol style="list-style-type: none"> Students are able identify their zone and name tools to move from one zone to another Students need support to apply their learning to solve problems in peaceful ways Self-regulated learners contribute to a well-functioning classroom and school Self-regulated learners have improved academic success.
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References and sources to support actions	<ul style="list-style-type: none"> Review of the research on Self-Regulated Learning Zones of Regulation The Heart and Mind Index
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Backup Documentation	 Zones DATA
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Planned Actions Continuing practices working well (1-3) <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? 	Continuing Practices <ul style="list-style-type: none"> Maintain school goal – Self Regulated Learning through a support model with the school counsellor as lead. Continue to use the school wide assessment twice yearly and track cohorts Further develop common language across the entire school/ signage/ posters and daily conversation (have made slight adjustments to the administration of the assessment) Continue to conduct two lessons in the first week of school in all grade 1-5 classes, materials provided by school counsellor and 4-5 lessons throughout the year. School assemblies (3) in Sept, Jan and March following breaks to teach expectations and promote use of Zones of Regulation Daily announcements identifying the zone of one staff or student, sharing strategies to change zones and expected behaviors for outside play and transition into school.
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- Staff meeting time was provided so that the school counsellor could review the monthly lesson about Zones of Regulation
- We continued to design tier two and three interventions for anxious and dysregulated students in consultation with behavior resources, occupational therapists, and our school based team. Examples of interventions include: noise reducing headsets, a stationary bike, 8 sensory cocoon chairs, and wiggle seats.

What will we do differently?

- Connect Zones of Regulation directly to Core Competencies.
- Engage parents in the use of the Self Regulations and The Zones of Regulations at home through specific strategies. ie. All incoming K parents were given a copy and information about Zones of Regulation.
- Purchase more copies of the Zones of Regulation book and posters to support continued use of Zones of Regulation for classroom teachers
- Create a literacy kit to support implementation of self-regulation strategies through story telling.
- Develop new lessons for existing content so that students have a new experience.

Staff Development and Collaboration (16/17)

- Anna Lenarczyk (Inclusion Support Team-Autism Spectrum Disorder) provided training for all Education Assistant Staff on supporting students with high sensory needed and sensory diets and will be providing further training to EA staff on Sept 5th, 2017
- Anna Lenarczyk reviewed current sensory tools and our sensory room structure and made recommendations for targeted additional equipment (which was ordered) and will be used as a station approach beginning Sept 2017.
- New staff orientation with a focus on Zones of Regulation and its implementation
- Monthly professional development committee meetings were used to focus on self-regulated learning at staff meetings, district focus days and one school based professional day. We developed a yearly plan and this committee helps to keep us on track
- Set aside staff meeting time to:
 1. Fully implemented a school wide evidence based program (Zones of Regulation).
 2. Adjusted a school based tool to measure progress with Zones of Regulation
 3. Learned and practiced self-regulation strategies

How are we involving parents?



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

How are we involving students?



- Student leadership committee (one rep from every grade 3-5 class) plans for safer and more engaged play while outside
- SLC also provides the Principal important insight as to the issues, concerns and things that are working for students

	<ul style="list-style-type: none"> Hosted and toured Assistant Superintendent, Rob Zambrano. SLC will continue to inform district staff of the needs of Glen and assist with advocacy <p>Monitor and adjust</p> <ul style="list-style-type: none"> SLC provides important information regarding student experiences Pro d committee provides important information and insight regarding staff needs and experiences. 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	

<p>Documentation of learning</p> <p>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 results, performance standard data, anecdotal evidence, work samples, etc. 	<p>List of Gains:</p> <ol style="list-style-type: none"> During class reviews in November 2016, 19/20 classroom teachers talked about the use of Zones of Regulations as a tier one intervention in their classroom. Staff feedback data (see below) in June, what gains have we made as a school in regards to running a calm and orderly school to impact student learning? <ul style="list-style-type: none"> 96% of staff identified orderly school entry and use of zone of regulation as either a gain or something we have maintained that has had positive impact on the school tone and student learning. 94% identified safety in the staff parking lot (parents are no longer dropping off) 100% of teaching and admin staff supported self-regulation as a school goal Students leadership committee (May meeting) <ul style="list-style-type: none"> 100% of student leaders identified the work on Zones of Regulation as having a positive impact on student learning <p>Why?</p> <p>We know how to focus</p> <p>Students who are having a hard time get things to help them (school counsellor, special chair or headphones).</p> <p>It is okay to use stuff to help you</p>
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Backup Documentation	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Leadership Co</p> </div> <div style="text-align: center;">  <p>Staff Comparison Information re school</p> </div> </div>
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<p>Reflection Highlights</p> <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>We have completed our second year of full implementation of the Zones of Regulation and begun to connect self- to the core competencies. We are noticing that on average 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"> • Age appropriate differences. • Effective Supports: as we attend to the individual needs of a child we build strategies around them to help them regulate. <p><u>We want to further explore:</u></p> <ul style="list-style-type: none"> • Parent engagement, how to invite parents to use the Zones language at home and will we notice an improvement for students at school in their engagement? • Applying students learning on the playground, child know their zones, can identify a strategy to change zones but need help to apply their learning in real situations. <p><u>Academic Reflections:</u></p> <ul style="list-style-type: none"> • A high number of grade 4 students are not fully meeting expectations in reading and math • The criteria and assessment scale grows as the children get older which allows for recognition that the learning becomes more subtle as children get older. <p><u>We wonder:</u></p> <ul style="list-style-type: none"> • Is language acquisition getting in the way of better performance in math? • Will a more focused approach to our school math goal (number sense and place value) improve student outcomes?
<p>Backup Documentation</p>	<p>Staff goal setting survey data:</p> <ol style="list-style-type: none"> 1. Numeracy- Number Sense and Place value Strategies to improve student outcomes; <ul style="list-style-type: none"> • Increase access to manipulatives 26% of staff • Professional development regarding common and correct math language (26%) • Teacher Collaboration (25%) 2. Self-Regulated Learning- To help students apply their knowledge of the Zones of Regulation outside the classroom. Strategies to enhance student, staff and parent engagement: <ul style="list-style-type: none"> • Books that teachers can sign out to support Zones lessons (25%) • Continue to have 2 have zones lessons during the first week of school (23%) • Create a zone activity day (21%)

<p>Literacy Data Attach the following :</p> <ul style="list-style-type: none"> • Classroom Assessment/ School Assessment • FSA results 	<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 2017.docx</p> </div> </div>
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Reflection:

- Concerning results in FSA, particularly in Reading and some concern regarding the percentage of children NYM in Numeracy.

We Wonder:

- If school goal in Numeracy (2nd goal area) will help to improve outcomes on both FSA in 2018 and classroom assessment data? FSA assessment has been moved to October 2017 and will likely not see an impact so quickly.
- If school focus on phonological awareness, early intervention priorities (K/1) along with staff training will improve reading scores in Sept 2018/19 after 2 full years of implementation.

Signatures

School Name: Glen Elementary	School Goal: Social Emotional Learning	School Year: 2016-2017
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Sarah Husband	
Parent	Nadia Shaikh-Naeem	
Parent	Leah Zille	
Recommended by Assistant Superintendent:		
Assistant Superintendent	Rob Zambrano	
Board and Superintendent Approval:		
Board Chair	Carol Cahoon	
Superintendent	Patricia Gartland	

Print this page, have it signed by School Planning Council, scan it and attach it here	Signature have been provided to the Board of Education
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