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| **Action Plan for Learning** |
|  | **School Name: Lord Baden-Powell Elementary** |
| **School Context Link:** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2016-2017** |

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| Goal / Inquiry Student learning | “If we implement Zones of Regulation curriculum can we increase self-regulation and emotional control for our students?” |

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| Rationale1-3 reasons for choosing goal | * Students are not able to recognize their state of alertness and recognize that this has a direct impact on their learning
* Growing number of students that are being physical or hands-on with their peers; Students choosing to “flight” or leave a conflict are being followed and escalating the situation further
* LBP has a number of students with G designations and many students with ADD or ADHD challenges
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| References and sources to support actions | *The Zones of Regulation* by Dr. Leah M. Kuypers (2011)*How does your Engine run? A Leader’s Guide to the Alert Program for Self-*Regulation by Mary Sue Williams and Sherry Shellenberger, Therapy Works, Inc. (1996)*The New Social Stories Book: 10th Anniversary Edition* |
| Backup Documentation |  |

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| Planned ActionsContinuing 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?
 | Anticipated Plan* Opening week commitment by enrolling teachers for the first 4 lessons in *Zones of Regulation (ZoR)*
* Commitment by teachers to reach the end of Ch. 3 (Lesson 9) of ZoR by mid-October
* Principal will have grade-wide assemblies or gatherings to reinforce, supplement and model expectations
* Commitment to reach Lesson 18 of ZoR before January 2017
* Principal and staff will discuss and implement reward system at Nov/Dec staff meetings for 2017
* Staff will model the language and highlight the concepts in different environments or settings
* As lessons are completed, photocopies of lessons will be sent home to families for follow-up, review and awareness for parents/guardians
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| Backup Documentation |  |

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| Documentation of learningKey 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.
 | * Decrease in office referrals and classroom interventions related to physical confrontations.
* A reduction in the number of conflict situations where a student chooses “flight” but is followed, chased or further harassed escalating conflict

Evidence:* Student reflection forms completed for office referrals
* Students are able to articulate their triggers and state of alertness
* Anecdotal evidence from teachers and support staff
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| Backup Documentation | **Grade 3 Solving Problems in Peaceful Ways****2015/2016 - Participation rate: 97%** **# at each level**

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|  | **Not Yet Meeting** | **Meets (Minimal Level)** | **Fully Meeting** | **Exceeding** |
| **All Students** | **1** | **4** | **28** | **1** |
| **Female** | - | - | 11 | 1 |
| **Male** | 1 | 4 | 17 | - |
| **Aboriginal** | MSK | MSK | MSK | MSK |
| **EAL** | 1 | 3 | 12 | - |

 **n=34;** Aboriginal **n=2;** EAL **n=16** ***Note: All Students includes EAL and Aboriginal students*** |

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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?
 | Parents* Monthly newsletter
* Student work sent home to families
* Parent night or morning coffee sessions to educate our community with what is being taught in the classroom
* Monthly recognition assemblies

Teachers and support staff* Year-end feedback for future school goal planning
* Staff meetings; September 23, 2016 Pro-D;

Students* Opening week lessons introducing students to the Zones
* Weekly lesson or lessons for the first month
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| 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?
 | Lord Baden-Powell has had a reading comprehension goal for the past 7 years or more. Teachers and support staff have tracked this information using PM Benchmark Tool Kit. The staff has been diligent and consistent with the gathering of data starting from K and throughout their years at LBP. With the LIF funding we received this year we will focus on early intervention support with our struggling learners. Conclusions:* Data gathered has been tracked for many years and shows improvement in all learners (increase from 1-6 benchmarks over the year)
* Noted plateau of results in past three years after significant improvement in the first 5 years

The staff has indicated that they want to move in a different goal direction to SEL with future plans to look into a Writing goal when we have more data.  |
| 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
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Signatures

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| School Name: Lord Baden-Powell Elementary | School Goal: Social Emotional Learning | School Year: 2016-17 |

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| Title | Name | Signature |
| Principal | **Daren Fridge** |  |
| Assistant Superintendent | **Carey Chute** |  |

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