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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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| Rationale  1-3 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 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? | 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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| 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. | * 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 |
| Backup Documentation | **Grade 3 Solving Problems in Peaceful Ways**  **2015/2016 - Participation rate: 97%**  **# at each level**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **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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| 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 |  |

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 |  |