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| **Action Plan for Learning** | |
|  | **School Name: Lord Baden-Powell Elementary** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2017-2018** |

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| Goal / Inquiry  Student learning | “If we focus our attention in September and early October on cooperation, empathy, socially appropriate behavior and self-control, can we strengthen social competence and emotional maturity for our students throughout the year?” |

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| Rationale  1-3 reasons for choosing goal | * 2016/2017 EDI Results based on our future grade one students, indicate that we have 61% that are vulnerable in one or more scales. This is an increase from the previous year of 44%; 50% of these same students lack Emotional Maturity (26% increase from last year); 29% of these same students lack Social Competence (7% increase from last year) * 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 Story Book: 15h Anniversary Edition* by Carol Gray (2015) |
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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? | What we will do differently?   * Commitment by teachers in grades 1 and higher to create a class charter with a theme around “What characteristics does a safe and successful classroom have?” that will set the tone for the year * Commitment from Kindergarten and K/1 class to dedicate September and early October to cooperation, empathy and socially appropriate behaviours * Principal will have grade-wide assemblies or gatherings to reinforce, supplement and model expectations * Re-creation of Families that will foster relationships among students of all grades- we do this for Sports Day but plan to start in September * Re-activation of the Peace Squad- student leaders that are trained to respond in safe and appropriate was to playground disagreements * Principal and staff will discuss and implement a staff charter with the assistance of a District member   What we will continue?   * Opening week commitment by enrolling teachers themed around the *Zones of Regulation (ZoR)* * Lunch time Boys and Girls Club with same gender leaders from Place Maillardville * Staff will model the language of ZoR and highlight the concepts in different environments or settings * Buddy Bench- a location where students with no one to play with can go and wait until someone comes and plays with them * 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. | The ZoR resource has given the school a common language to explain our emotions. Those teachers that took the time and have embraced ZoR have seen significant growth in how students regulate during the course of a day.   * We have seen decrease in office referrals and classroom interventions related to physical confrontations at the older grades but our Kindergartens still struggled this year. * We have seen a reduction in the number of conflict situations where a student chooses “flight” but is followed, chased or further harassed escalating conflict. It has taken a long time for us to see a change but our students are beginning to understand that when someone is in the RED, to leave them alone.   Evidence:   * Students are able to articulate their zones throughout the day * Students will identify their triggers and state of alertness as required * Teacher assessments using “Examples of Tiered Supports” (I, II & III) * Anecdotal evidence from teachers and support staff |
| Backup Documentation | **Grade 3 Solving Problems in Peaceful Ways**  **2016/2017 - Participation rate: 92%**  **# at each level**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Not Yet Meeting** | **Meets (Minimal Level)** | **Fully Meeting** | **Exceeding** | | **All Students** | **2** | **4** | **27** | **2** | | **Female** | - | 1 | 15 | 2 | | **Male** | 2 | 3 | 12 | - | | **Aboriginal** | MSK | MSK | MSK | MSK | | **EAL** | - | 3 | 12 | - |   **n=35;** Aboriginal **n=1;** EAL **n=15**  ***Note: All Students includes EAL and Aboriginal students***  **Kindergarten Oral Language, Shared Reading and Viewing and Writing**  **2016/2017 - Participation rate: 98%**  **# at each level**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Beginning** | **Emerging** | **Developing** | **Applying** | | **All Students** | **12** | **15** | **7** | **5** | | **Female** | 3 | 8 | 3 | 3 | | **Male** | 9 | 7 | 4 | 2 | | **Aboriginal** | MSK | MSK | MSK | MSK | | **EAL** | 6 | 3 | 2 | 3 |   **n=39;** Aboriginal **n=2;** EAL **n=14**  ***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? | We are heading into a unique year with new template for reporting or Communicating Student Learning. We will need to engage our parent community in a number of evening sessions. Our Coffee & Curriculum sessions during the month of April were valuable to those in attendance but the number of participants was low. Many of the parents that attended were PAC members or families that we interact with on a regular basis.  Parents   * Monthly newsletter * Surveyed families about our communication, responsiveness to their concerns, and how often they would like a newsletter (17 responses back) * Student work sent home to families * Morning Coffee & Curriculum sessions to educate our community with what is being taught in the classroom (April 2016) * Monthly recognition assemblies   Teachers and support staff   * Year-end feedback for future school goal planning * Staff meetings; September 22, 2017 Pro-D; * Dr. Miriam Miller RULER Training sessions hosted here at LBP on Sept 20 & 27, Oct 18 and Nov 1.   Students   * Opening week lessons introducing students to the Zones * Weekly lesson or lessons for the first month * Grade-wide Gatherings w/ Principal |
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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? | LBP continues to impress me with how caring and supportive they are to the community. They have supported the following organizations:   * SHARE $153 and food bank donations- the cash came from a raffle to sell the front row seats to our evening Christmas concert; we supported numerous families with non-perishable goods * $3,163 raised for Jump Rope for Heart * $815.80 raised for Terry Fox Foundation * Cops for Cancer over $500 raised already   The LBP staff is on their way in our journey through social-emotional learning and self-regulation. We will explore the linkage between oral language development and behavior challenges due to the student’s inability to articulate their thoughts. I will work with my neighbouring elementary principals (Roy Stibbs, Alderson & Rochester), District staff and community leaders to collectively tackle some of our voids in a proactive effort to decrease our students entering kindergarten with vulnerabilities. |
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**(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: 2017-2018 |

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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 |  |