

Action Plan for Learning

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| <pre> graph TD Identify --> Plan Plan --> Take Action Take Action --> Document Document --> Reflect Reflect --> Identify </pre> | School Name: Miller Park Community School  |
| | School Context Link: |
| | School Goal: Self-regulated Learning |
| | School Year: 2019-2020 |

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| Goal / Inquiry Student learning | To improve student learning through the following: <ul style="list-style-type: none"> • Focusing on improving self-regulation strategies for students in all spaces. • Continuing to develop a common language amongst all students, teachers, staff and parents using a variety of established school mottos (Kindness, Teamwork and Respect, W.I.T.S., S.H.A.R.P., 7 Healthy Habits). <i>More information is provided below about these.</i> • Helping students to properly identify their emotional zone (blue, green, yellow, and red), and become more independent in choosing appropriate strategies/tools to help them get back on track. • Use of Restorative Practices intentionally and more consistently in the classroom, on the playground, and at the office. • Targeted support for students with our school counsellor and youth worker through the “Taming the Worry Dragons” small group support |
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| Rationale 1-3 reasons for choosing goal | <ul style="list-style-type: none"> • Self-regulation is a critical factor for student learning and success, specifically it can help students to be: less anxious about school in general, better able to handle unexpected events, and more comfortable handling challenges. • Staff wanted to learn more about supporting their learners in self-regulation and helping student to focus better during instructional and work cycle times. • For the last two years we have worked with Social Emotional Learning and now we will continue with a more specific focus on Self-Regulation. The focus had been on Literacy for the previous 11 years (Reading for 9 years and Writing for 2 years). We will continue to use Reading Benchmarks to collect relevant data on student progress. • The Revised Curriculum and Students’ Self-Assessments of the core competencies (communication, thinking and personal & social responsibility) aligns well with an SEL/Self-regulation goal. The competencies are connected to the emotional state and stability of each learner. |
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| References and sources to support actions | <ul style="list-style-type: none"> • BCED plan (Core competencies) www.bcedplan.ca • Zones of Regulation materials www.zonesofregulation.com • CASEL (Collaborative for Academic, Social and Emotional Learning) www.casel.org • Restorative Practices www.iirp.org • BC Ministry of Education Social Responsibility scales and competency profiles https://curriculum.gov.bc.ca/competencies/social-responsibility |
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| | <ul style="list-style-type: none"> • Safe & Caring Learning Communities SD43 Framework • 7 Habits for Kids: https://www.theleaderinme.org/the-7-habits-for-kids |
| Backup Documentation | MDI – |

Planned Actions

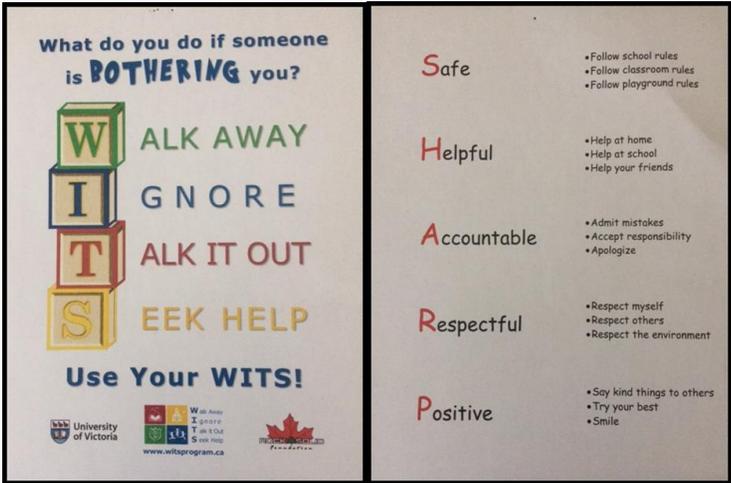
Continuing practices working well (1-3)

- 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?

This will be done by using the Zones of Regulation materials and Restorative Practices to develop a consistent school-wide approach for use in all classrooms.

Working Well:

- Miller Park Social Responsibility Matrix: Descriptions about Respect for ourselves, respect for others and respect for the environment in each learning space/context
- W.I.T.S. & S.H.A.R.P.



- Planners for daily communication between home and school.
- Zones of Regulation information and materials.



- Levels system for inappropriate behavior as detailed in the school's Code of Conduct.
- Weekly grade group assemblies to allow teachers to collaborate and students to learn about our school goal and practice aspects of self-regulation.
- Addition of self-regulation furniture and materials to help create 'zones' for optimal learning within each classroom space.

Differently:

- Increased focus on Restorative Practices to resolve conflicts through class meetings and circles. Continued use of the Peace Table school-wide:

Restorative practice whereby students work through a series of steps to bring a resolution to their conflict.

- More student involvement at school events and assemblies to reinforce/teach aspects of self-regulation.
- Use of the “7 Habits for Kids” supporting documents and strategies as monthly themes, highlighted at assemblies and promoted through weekly announcements: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to Be Understood, Synergize, Sharpen The Saw
- Changes to learning spaces by introducing more flexible seating options, and organization of common school supplies in clear bins and tubs so that all students can easily see and access materials and supplies.

Staff:

- Pro-D, Staff meetings and Team Leader meetings structures will have a focus each month to review goal, set criteria and assess progress.
- Collaboration times at each team level (K/1; 1/ 2/3; and 3/4/5) as provided by the principal and through whole-school assemblies and celebrations.
- Potential for staff to be involved in Pro-D opportunities collectively.

Parents:

Information and feedback will be given through the following events and communications:

- Open House
- Student Led Conferences
- Newsletters with a specific focus each week on self-regulation language and strategies to implement at home.
- WTK event
- School-wide Assemblies
- Parent Advisory Committee monthly meetings

Students:

- Students’ self-assessments of the core competencies each reporting term.
- Class charters and opening week activities in September focused on Self-Regulation and the Zones.
- We continue to add to our Self-Regulation Room which allows students to have a sensory break for shorts periods and then re-integrate into the classroom.
- Implementation of a school-wide Technology policy that focuses on self-regulation and proper use of devices.

Monitor:

- Office Referrals & Technology violations
- Student planners and home-school communications.
- Students self-assessments of the core competencies.

Backup Documentation

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| <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>Planned Documentation:</p> <ul style="list-style-type: none"> • Each reporting term will include students’ own self-assessments of the core competencies. • Track office referrals and technology violations through our levels plan (Code of Conduct). • We will use the CBA & Benchmarks, EDI and MDI results for a baseline data to measure how our efforts are making a difference for student learning. • Feedback from Student/Parent/Teacher Conferences |
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| <p>Backup Documentation</p> | <div style="text-align: center;">  <p>APL Assessment Report.pdf</p> </div> <p>Benchmarks -</p> |
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| <p>School Community Engagement Process</p> <ul style="list-style-type: none"> • 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? | <p>Staff:</p> <ul style="list-style-type: none"> • Pro-D • Staff meetings • Team Leader meetings. <p>Parents:</p> <ul style="list-style-type: none"> • PAC meetings • Weekly newsletters • Student-Led, Three-Way Conferences & Celebrations of Learning. • School-wide Assemblies <p>Students:</p> <ul style="list-style-type: none"> • Classroom meetings and circles • School-wide Assemblies • Daily announcements with a self-regulation focus each week. • District Events (Spheros, Public Speaking events, sporting events such as Volleyball, Basketball and Track & Field, Challenge Programs...) |
| <p>Backup Documentation</p> | |

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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? | <ul style="list-style-type: none"> • There has been some good progress in the school student population with respect to self-regulation; however there is still much work to continue. • Notably, there is good anecdotal evidence of common zones language (Green Zone, Yellow, Blue, Red) to identify students’ emotional states and help to determine what strategies will be helpful to get students back on track. • Looking at the number of official office referrals, IST referrals and student suspensions will help us to gauge our progress; but we will also be looking at the EDI and MDI results about students’ overall feeling of well-being year to year. |
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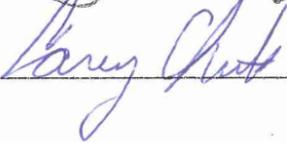
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| <p>Literacy Data Attach the following:</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results | <p>CBA –</p> <div style="text-align: right;">  APL Assessment Report.pdf </div> <p>School Benchmarks Assessments –</p> |
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Signatures

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| Title | Name | Signature |
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| Principal | Jonathan Sclater |  |
| Assistant Superintendent | Carey Chute |  |