

# Action Plan for Learning



**School Name: Miller Park Community School**

**School Context Link:**

**School Goal: Social Emotional Learning**

**School Year: 2017-2018**

<p><b>Goal / Inquiry</b> Student learning</p>	<p><b>To improve student learning through Social Emotional Learning through the following:</b></p> <ul style="list-style-type: none"> <li>• Focusing on improving self-regulation strategies for students.</li> <li>• Developing a common language amongst students, teachers, staff and parents.</li> <li>• Helping students to properly identify their emotional zone (red, blue, yellow, green).</li> <li>• Use of Restorative Practices and Peace Tables in the classroom, at the office, and on the playground.</li> </ul>
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<p><b>Rationale</b> 1-3 reasons for choosing goal</p>	<ul style="list-style-type: none"> <li>• Self-regulation is a critical factor for student learning and success.</li> <li>• Staff wanted to learn more about supporting their learners in self-regulation and helping student to focus better during instructional and work cycle times.</li> <li>• Focus has been on Literacy for the past 11 years (Reading for 9 years and Writing for 2 years).</li> <li>• The Revised Curriculum and Students' Self-Assessments of the core competencies (communication, thinking and personal &amp; social responsibility) aligns well with an SEL goal. The competencies are connected to the emotional state and stability of each learner.</li> </ul>
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<p><b>References</b> and sources to support actions</p>	<ul style="list-style-type: none"> <li>• BCED plan (Core competencies) <a href="http://www.bcedplan.ca">www.bcedplan.ca</a></li> <li>• Zones of Regulation materials <a href="http://www.zonesofregulation.com">www.zonesofregulation.com</a></li> <li>• CASEL (Collaborative for Academic, Social and Emotional Learning) <a href="http://www.casel.org">www.casel.org</a></li> <li>• Restorative Practices <a href="http://www.iirp.org">www.iirp.org</a></li> <li>• Auto B Good character education video series (Friendship, Helpfulness, Independence, Patience, Responsibility, Perseverance, Self-Control...) <a href="http://www.risingstareducation.com">www.risingstareducation.com</a></li> <li>• BC Ministry of Education Social Responsibility scales</li> <li>• Safe &amp; Caring Learning Communities SD43 Framework</li> <li>• Second Step Program <a href="http://www.cfchildren.org/Second-Step/Early-Learning">www.cfchildren.org/Second-Step/Early-Learning</a></li> <li>• Purchase of self-regulation furniture and materials to help create 'break' zones within each learning space and classroom.</li> </ul>
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<p>Backup Documentation</p>	 <p>Miller Park - CBA for APL 2017.pdf</p> <p><b>CBA</b></p>
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**Planned Actions**

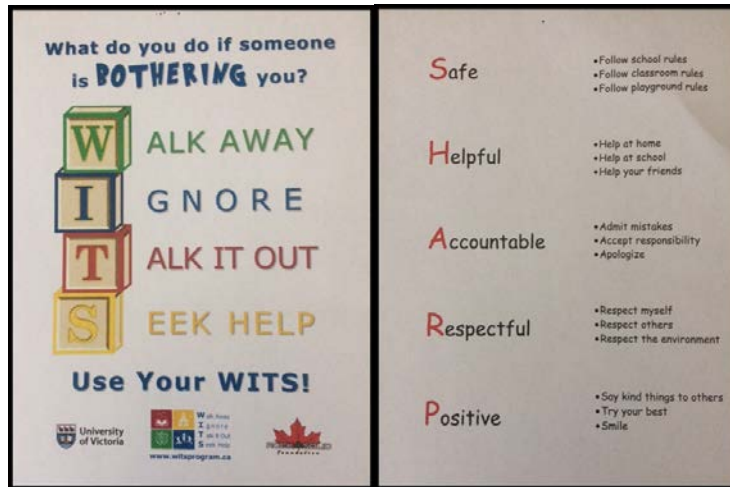
Continuing practices working well (1-3)

- 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?

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
- W.I.T.S. & S.H.A.R.P.



- Zones/Check your engine



- Peace Table – Restorative practice whereby students work through a series of steps to bring a resolution to their conflict.
- Planners for daily communication between home and school.

**Differently:**

- Zones of Regulation information and materials.



- Restorative Practices to resolve conflicts through class meetings and circles.
- 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.

**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 level (K/1, 2/3 and 4/5) as provided by the principal once every 3 weeks and then through whole-school assemblies once a month.
- Some new staff coming in have had RULER approach training. We will look at ways to incorporate this as well.
- We have a staff member who participated in the Restorative Practices learning team this past year.

**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:**

- Self-assessments about their social responsibility in Fall and late Spring.
- Class charters and opening week activities in September focused on self-regulation and Zones.
- We continue to add to our Sensory Room which will allow 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 core competencies and social responsibility.

Backup Documentation

<p><b>Documentation of learning</b></p> <p>Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<p><b>Planned Documentation:</b></p> <ul style="list-style-type: none"> <li>• We will collect data in the Fall and Spring from the Social Responsibility matrix/scale.</li> <li>• Each reporting term will include students' own self-assessments of the core competencies.</li> <li>• Track office referrals through our levels plan (Code of Conduct).</li> <li>• We will use the CBA and EDI results for a baseline data to measure how our efforts are making a difference for student learning.</li> <li>• Student-Led, Three-Way Conferences &amp; Celebrations of Learning as opportunities to share with parents about successes and struggles.</li> </ul>
Backup Documentation	

<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Through review of Zones of Regulation materials at Pro-D, staff meetings and Team Leader meetings.</li> </ul> <p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>• PAC meetings</li> <li>• Weekly newsletters</li> <li>• Student-Led, Three-Way Conferences &amp; Celebrations of Learning.</li> <li>• School-wide Assemblies</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Classroom meetings and circles</li> <li>• School-wide Assemblies</li> <li>• Daily announcements with a self-regulation focus each week.</li> <li>• District Events (Public Speaking, Track &amp; Field, Challenge Programs...)</li> </ul>
Backup Documentation	

<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	
Backup Documentation	

**(Delete this section if Literacy is your main goal)**

**Literacy Data**  
 Attach the following:

- Classroom Assessment
- School Assessment
- FSA results



# Signatures

<b>School Name: Miller Park Community School</b>	<b>School Goal: Social Emotional Learning</b>	<b>School Year: 2017-2018</b>
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<b>Title</b>	<b>Name</b>	<b>Signature</b>
Principal	<b>Jonathan Sclater</b>	
Assistant Superintendent	<b>Carey Chute</b>	

<b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b>	
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