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| **Action Plan for Learning** | |
|  | **School Name: Moody Elementary School** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2015-2016** |

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| Goal / Inquiry  Student learning | To use strategies and structures of Self-Regulated Learning (SRL) to grow students’ self-awareness and personal management to increase student achievement across all areas of the curriculum. |

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| Rationale  1-3 reasons for choosing goal | * Self-regulation is a factor in student success at school. * Building capacity to identify student emotions and thoughts and their influence on behaviour enhances students’ learning readiness and individual potential. * Moody Elementary has informally been working on promoting self-regulation and we are now looking to bring the school together through a formal process utilizing common, school-wide language. |

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| References and sources to support actions | * Past direction and input from Brenda Whittam-Neary with regards to redesigning classroom spaces and learning spaces within the school to promote self-regulation * Some staff have had RULER training with Miriam Miller * LIF staffing designated to counselling, and student services to assist with teaching/learning self-regulation techniques * We have created and furnished a Sensory room and students all have access to Sensory Breaks (Max. 10 min.) * Every class has sensory hand tools, a stepper, a lego wall and an I-Pad with self-regulation Apps. Some classes have created dedicated sensory areas |
| Backup Documentation | * [www.casel.org](http://www.casel.org) * <http://www.self-regulation.ca/about-us/canadian-self-regulation-initiative-csri> |

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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? | Continuing Practices:   1. We will continue to explore the impact designing self-regulated learning environments has on students’ ability to regulate themselves in our classrooms. 2. For the 2015-2016 school year, we will continue to focus our professional development on self-regulation. In June, staff identified multiple suggestions for self-regulation structures and strategies that requires further reflection and refining. 3. Continue to provide release time to support teacher collaboration time where requested.   What will we do differently?   1. We will create monthly school-wide self-regulation assemblies and use this time to teach a self-regulation strategy to reinforce common language. 2. Utilize Action Schools training for staff and students to create student monitors to be playground coaches for younger students. 3. Use staff meeting structures to reflect on data, progress, structures and strategies. 4. We will inform and include parents through regular monthly updates through social media, newsletter communication and monthly PAC meetings. |
| Backup Documentation | “The Zones of Regulation: A curriculum designed to foster self-regulation and emotional control” - Kuypers  “The Ruler Approach” with Miriam Miller  Classroom Based Assessment |

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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. | Planned Documentation:  1) We plan to collect data to inform our inquiry and practice so that we assist students in gaining skills to:   * Have greater success identifying emotions and thoughts * Use tools to prepare themselves for learning * Have more moments of calm, alert and ready to learn behaviours * Be able to identify what self-regulation strategies and tools they need to work successfully   2) We will gather baseline data of academic performance for our students from the Classroom Assessments Based on Teacher Judgment (based on BC Performance Standards) May 2016  3) Collect student data using personal awareness and responsibility Competency profiles completed by teacher |
| 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? | This year our administrator and a small team of teachers were part of a Self- Regulation learning group. We collaborated and shared info. and strategies with each other and with other schools. We visited Seaview and they visited us; to share ideas and information and to collaborate. This was an amazing experience that we were able to share with all of our teachers and discuss practices that would work for us.  We found that by Spring many of our students were asking for sensory breaks, using sensory tools and/or spaces and beginning to articulate their feelings and needs.  Our teacher observations and feedback suggests that we have made progress over this year. We are recognizing that the foundational skills we taught and implemented, along with the sensory tools and spaces we created have made a difference. Having said that, we still have a lot of work to continue in the upcoming year |
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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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| Submitted by School Planning Council: | | |
| Title | Name | Signature |
| Principal | **Deidre James** |  |
| Parent |  |  |
| Parent | **Kirsten Gerllays** |  |
| Parent | **Heather Skipworth** |  |
| **Recommended by Assistant Superintendent:** | | |
| Assistant Superintendent | **Reno Ciolfi** |  |
| **Board and Superintendent Approval:** | | |
| Board Chair | Judy Shirra |  |
| Superintendent | Patricia Gartland |  |

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| Print this page, have it signed by School Planning Council, scan it and attach it here |  |