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| **Action Plan for Learning** | |
|  | **School Name: Banting Middle School** |
| **School Context Link:** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2017-18** |

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| Goal / Inquiry  Student learning | Enhancing inclusive classroom practices that support the diverse needs of our learners via the new curriculum. |

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| Rationale  1-3 reasons for choosing goal | This is a new school goal; starting 2017-18  Through office referral data, IEP reviews, articulation sheets incoming for our new grade six students, formal and informal discussions with Banting staff and our elementary feeder schools, this has been identified as an area our students require further growth. With the new curriculum having started in September 2016, the timing is perfect to mesh our goal with the personal and social competencies in the new curriculum. Following the new curriculum as a guide, we want to “educate the whole child” by seamlessly and intentionally weaving self-regulation, ownership of learning and sense of belonging and connectedness into the curriculum. We want our instruction of personal and social competencies to transcend all academic classes and the curriculum. We have a vision at Banting of what skills we want the “educated citizen” to have at the end of their three year Banting journey. Focus - Positive Personal and Cultural Awareness (relationships and cultural contexts). Social Responsibility (resolving conflicts in peaceful ways; valuing diversity)  At Banting Middle, we recognize the need to provide a learning environment that fosters the development of the whole child, including emotional literacy. This involves being aware of one's emotions, managing them (especially anxiety), finding ways to express them constructively, controlling impulses, taking risks and appreciating the value of your best effort, and motivating oneself; all critical attributes to school and life success. Creating a supportive, trusting environment for students in which the competencies are explicitly taught and practiced will increase independence, confidence, academic risk taking, resiliency, belonging, and interpersonal/intrapersonal skills. Research shows direct correlation between strong pro social skills and academic success.  MDI data, satisfaction survey data and qualitative observations/discussions indicate we require growth building school climate, connectedness and increasing students’ academic self – concept, self-awareness and perseverance. |

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| References and sources to support actions | * [www.casel.org](http://www.casel.org) [www.self-regulation.ca](http://www.self-regulation.ca) * http://my43.sd43.bc.ca/departments/staffdev/Self Regulation * SR in the classroom (Pro-d, Learning team, & school visit Brenda Whitnam Neary) * Committee attending Self Regulation sessions by Sandra-Lynn Shortall * SEL Committee (16-17) sessions with Miriam Miller * SEL Consortium (15-present) * Restorative Practices consortium (14-Present) * Best practices group (15-present) * Safe and Caring School framework (SD43) * Collaboration efforts with Maillard, Montgomery and Como Lake Middle Schools * Broader Measures of Success: Social Emotional Learning, and Self-Reg. both by Dr. Stuart Shanker (2014) * Conflict Resolution Model – SOLVES * Second Step Middle School SEL program curriculum/guide |
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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? | 1) Identifying individual needs of students to be able to self – regulate and facilitate this (physical self-regulation)  2) Creating opportunities for students to connect with other students, volunteer and give back to the school, connect with the school and community, and provide leadership opportunities.  3) Collaboratively, through classroom teachers, counselling and student services, operate a daily morning calming club to teach students strategies to manage their emotions and anxiety.  1) Participate in the Second Step (SEL) pilot project with Dr. Shelley Hymel and Miriam Miller.  2) Recognize student achievement and growth.  3) In progress; a schoolwide strategic plan encompassing intentional strategies for building connections and belongingness, and improving academic growth by supporting socio-emotional capacity.  4) Teams and exploration classes are mixed (Fr & Eng) in 2017-18 for the first time.  5) Schoolwide classroom charters (democratic classroom) – Sept 2017  We are part of three learning teams connected with Self Regulation/SEL, and restorative practices and are part of a SEL pilot project.  We plan and discuss our school goals at team leader meetings and conversations and strategizing continue during team meetings. One half hour of every staff meeting is professional development, collaboration and sharing. Unlimited superblocks will continue which permits teams extra time to collaborate and plan within team and also provides opportunity to collaborate and learn cross team. Additional monies have been set aside for professional development and for the purchase of SEL/SR resources and materials. A strong contingent of teacher leaders attend after school SEL sessions and will continue to collaborate and build capacity within teams and the school. With a recent grant, we have purchased more SEL materials and resources. Finally, our professional development days are focused on our school goals.  We discuss our school goals and progress at every PAC meeting. It is also communicated on our newsletter, website, and via E-mail. We have an open door policy for parent input and feedback. Through home communication, parents are always invited to all school functions. We value and promote parent volunteerism. We provide and will continue to improve opportunities within and outside the school for parents and students to interact and work together to contribute to the school community in a meaningful way. We are changing our communicating student learning model from traditional report cards to three way conferencing. This will involve our parents more in understanding what is happening in their children’s school. All teams are piloting Freshgrade this year, which offers parents direct access and feedback regarding their child’s academic progress. All our announcements are on the public site for parents to access daily.  Blaze Krew – this is our student government. We have a mechanism in place for all students to have a voice in how the school is operated and a mechanism for their input and to keep them apprised of school policy and operation. Three way conferencing has a strong student self-evaluation component and has them more involved in the learning and assessment process.  Progress will be monitored through quantitative discussions from data collected (see below) and qualitative discussions occurring during CMM meetings, student services meetings, pro-d meetings, Blaze Krew meetings, team meetings, committee meetings, team leader meetings, PAC meetings and staff meetings. |
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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. | We will report on this later on in the year after we implement our strategies.  Leadership- BSA, Recycling (schoolwide), Office Monitors, Blaze Krew, Spirit Squad, Me to We, Sound and lights Crew, Dance team, Sphero team, coding club, Odyssey of the mind, Magic Club, Breakfast Club, Peer Mentors, Minecraft Group, Chess club, library assistants, office helpers.  We will report on this as it becomes available in the school year.  Students attending calming club (numbers, increased attendance, and less lates)  Pre-post survey from Second Step pilot research  Office referral data  Teacher survey of cohort attending the morning calming club and student survey of participants in calming club  MDI and satisfaction survey  Schoolwide student SEL survey and pilot survey; developed by Banting  Banting Service Award recipients and Blaze Krew feeback  Office referral data  Formal and informal teacher assessment |
| Backup Documentation | Student Participation in clubs:  BSA recipients term 1  BSA recipients term 2  BSA recipients term 3  Survey results for students attending calming club  Survey results for teachers  Office referrals (conflict related)  2015-16  2016-17  2017-18 |

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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? | Our APL took a year of meetings and discussion to create. It was an open process and collaborative effort with all staff members involved. Input from Blaze Krew (student government) was shared during meetings. Progress was shared with PAC along with opportunities for input.  Community: APL goals are shared at evening assemblies such as Open House, Website, Newsletter, E-mail, and PAC meetings.  Staff: Team meetings, pro-d meetings, pro-d days, staff meetings, committee meetings, CaR meetings, team leader meetings and E-mail.  Students: Assemblies, announcements, Hawk Krew meetings, team meetings and superblocks. |
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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? | We are at the start of our journey. We are looking forward to implementing strategies and utilizing the new curriculum as a launching point.  2015-17 – we have seen a communicational and relational disconnect between our English and our French immersion students. There is not sufficient opportunity given for the students to make connections. |
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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: Banting Middle | School Goal: Social Emotional Learning | School Year: 2017-18 |

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| Title | Name | Signature |
| Principal | **Bill Trask** |  |
| Assistant Superintendent | **Carey Chute** |  |

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| Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here |  |