

# Action Plan for Learning

	<b>School Name: Banting Middle School</b>
	<b>School Context Link:</b>
	<b>School Goal: Other</b>
	<b>School Year: 2021-22</b>

<b>Goal / Inquiry</b> Student learning	Enhancing inclusive and restorative classroom practices that support the diverse academic and socioemotional needs of our learners via the new curriculum with a focus on indigenous knowledge and perspectives. <b>Goal #2 – January 2022 will be a numeracy goal</b>
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>This is the fifth year for this goal; started 2017-18, but have added subgoals: restorative practices and indigenous knowledge and perspectives to our journey, along with self-regulation. In November 2018, we moved into our new building which has been designed to create a learning environment that promotes self-regulation (ie. natural lighting, common areas, sound mitigation, clear sight lines) and collaborative spaces. Additionally, we added many physical components to enhance self regulation for our students as we transitioned to our new school. As part of our desire to create and promote an inclusive and welcoming environment, one of the first acts was to hang the Philadelphia Pride Flag and a 'Welcome to Banting' in French and English to represent our two teaching languages and in Hun'qumyi'num to acknowledge the Indigenous territory on which we learn. We will additionally be further emphasizing indigenizing our curricula (gr.7 survey we scored low on indigenous topics) and promoting an inclusive and diverse environment through activities and curricula.</p> <p>Through office referral data, IEP reviews, Records of Intervention reviews, articulation sheets incoming for our new grade six students, formal and informal discussions with Banting staff (goal setting pro-d, staff meetings, CDMC meetings, SBT and vulnerable student meetings and team leader meetings), student input (Blaze Krew) and information from our elementary feeder schools, this has been clearly identified as an area our students require further growth. Our MDI data indicated we score significantly below the SD43 average in Self-Regulation long term and short term. We meet the district average in student connectedness, which we would like to increase – moreso coming off a year and a half of CIOVID protocols; students really missed that important connection piece..</p> <p>With the new curriculum having started in September 2016, it is still timely 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 strategies, executive functioning strategies, restorative practices, indigenous knowledge and perspectives, plus ownership of learning and sense of belonging and connectedness into the curriculum and our daily practice. We want our instruction of personal and social competencies to transcend all academic classes and the curriculum.</p>
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	<p>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.</p> <p>MDI data, satisfaction survey data, office referral data, IEP reviews, team leader meetings, CDMC meetings, PAC meetings, SBT meetings, vulnerable students meetings, pro-d meetings and qualitative observations/discussions indicate we require growth with classroom strategies building school climate, connectedness, and increasing students' academic self – concept, independence, self-awareness and perseverance.</p> <p>We have already met as a staff, team leaders and pro-d committee several times regarding setting a goal for January 2022 to align with Directions 2025. We will be choosing a numeracy goal and will decide on the goal, focus area and objectives in fall 2021.</p>
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<p><b>References</b> and sources to support actions</p>	<p><a href="http://www.casel.org">www.casel.org</a>    <a href="http://www.self-regulation.ca">www.self-regulation.ca</a>    <a href="http://www.pbisworld.com">www.pbisworld.com</a></p> <ul style="list-style-type: none"> <li>• Ready, Set, Regulate</li> <li>• Rob Cowie – Indigenous Education</li> <li>• <a href="http://my43.sd43.bc.ca/departments/staffdev/Self%20Regulation">http://my43.sd43.bc.ca/departments/staffdev/Self Regulation</a></li> <li>• SR in the classroom (Pro-d, Learning tm., &amp; school visit Brenda Whitnam Neary)</li> <li>• Shelley Moore Series 2017-18/19</li> <li>• Layton Schnellert – Literacy across the curriculum (3 teachers 2019-20)</li> <li>• Linda Swain/Anna Lecarnyk – Ready, Set, Regulate (6 tchers &amp; growing) ongoing</li> <li>• Anita Jaswal - Executive function workshops (5 teachers) ongoing</li> <li>• Learning Services - Intro to competency based IEP's and direct support</li> <li>• SIOP protocol – ongoing series</li> <li>• SR Consortium (15-present) – Carey Chute sponsor (Dave Cyr)</li> <li>• SR pilot group with James/Pearce/Ross et. al – Carey Chute</li> <li>• Restorative Practices Learning team - Ian Robertson and Marna McMillan</li> <li>• IIRP training; 4 teachers</li> <li>• Restorative practices and circles – Ian Robertson &amp; Kevin Simmons as a staff facilitator</li> <li>• Conflict Resolution Model – SOLVES</li> </ul>
<p>Backup Documentation</p>	

<p><b>Planned Actions</b> Continuing practices working well (1-3)</p>	<p>1) Continue in-servicing with Swain, Lecarnyk, and Jaswal – specific identified executive functioning components; Ready, Set, Regulate. Further work on self regulation including specific classroom and team strategies, sensory walls and</p>
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sensory pathways. Several staff have been IIRP trained and we will continue with this.

2) Collaboratively, through classroom teachers, counselling and student services, operate a daily morning calming club to teach students strategies to manage their emotions and anxiety. Utilize our Zen Den and have our LISW work closely with Self-Regulation and Executive Function strategies. Additional intentional strategies will be taught in Banting Brave classroom twice a week. Schoolwide yoga and relaxation sessions (stress/anxiety).

3) Strong focus on classroom charters and expectations. Student input through Blaze Krew. Administrative superblocs permits increased student voice and direct instruction by administration.

4) Continue working with learning services to write functional IEP's (teachers co-writing with student services). In-servicing new IEP's for 2019-2020. Honing 2020-22 and training new staff. We are doing a great job supporting students with ROI's and sharing them with explorations, TIOC's, and following year's teachers.

1) Changing our student services model to be more efficient and student centered; intentional collaborative schoolwide strategies to maximize human resources. We have changed our timetable to a six-block schedule which has explorations work student services one complete day rather than a block a day. Support model for student services has been changed where exploration teachers will teach in the classrooms assigned, which permits the classroom teacher to do student services with the students that require support. Able to offer consistent French support this year. Year 3.

2) Addition to our APL – restorative practices and classroom charters. Facilitated by Marna Macmillan and Ian Robertson and Kevin Simmons. Four teachers were IITP trained in 2019-20 – they will assist building capacity. Pro-D this year is focused on performance scales, ready, set, regulate, indiginization of curriculum, and restorative practices.

3) Indiginization of curriculum. Had in-service with Rob Cowie; ongoing. Both ArtStarts indigenous content. Have connected with an indigenous elder who will speak to all students about T&R, residential schools, recent discovery of gravesites and respect. More pro-d opportunities in staff meetings.

4) **January Goal – Numeracy** Already have a schoolwide assessment for fall planned. Will be doing much in this area.

We altered our school start time in 2019-20 (late start Wed. AM) and our school timetable to focus on APL goal and facilitate further collaboration. 2020-21(no common preps) 2021-22 will be the first time in 6 years we have common preps, means teams will have the opportunity to collaborate daily. Lead teachers will be participating in: SIOP protocol, increasing indiginization knowledge, Layton

- What will we do differently? (1-3)

<ul style="list-style-type: none"> <li>• How will we provide for staff development and collaboration?</li> </ul>	<p>Schnellert learning team, Restorative practices learning team, and Self-Regulation learning team. Learning services will be assisting us with IEP writing, determining universal schoolwide supports, and direct in-service with executive functioning.</p> <p>We plan, discuss, and reflect on our school goals at team leader meetings and conversations and strategizing will continue during team meetings. One half hour of every staff meeting is professional development, collaboration and sharing. Built in collaboration every Wednesday AM and double blocks once every two months. 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. Finally, our professional development days and schoolwide presentations and workshops are focused on our school goals.</p>
<ul style="list-style-type: none"> <li>• How will we involve parents?</li> </ul>	<p>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. Teams are continuing Freshgrade and one-note in the classroom 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.</p>
<ul style="list-style-type: none"> <li>• How will we involve students?</li> </ul>	<p>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. We also have team meetings (superblocks where the student reps and the school administration talk with the student body; team format). Student self-evaluation components have students more involved in the learning and assessment process.</p>
<ul style="list-style-type: none"> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p>Progress will be monitored through quantitative discussions, from data collected (see below) and qualitative discussions occurring during CMM meetings, CDMC meetings, student services meetings, pro-d meetings, Blaze Krew meetings, team meetings, vulnerable students team meetings, committee meetings, team leader meetings, PAC meetings and staff meetings.</p>
<p>Backup Documentation</p>	

<p><b>Documentation of learning</b> 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>Ongoing collection of data - teacher survey and qualitative discussions with all partner groups during meetings and collaboration time.</p> <p>We will report on this as it becomes available in the school year. Students attending calming club (numbers, increased attendance, and less lates) Qualitative discussions with staff regarding progress. Student feedback on intentionally implemented teacher classroom strategies (this survey result will not be reported out in APL, but will be utilized as a formative assessment piece to guide best practice).</p> <p>Teacher survey of cohort attending the morning calming club and student survey of participants in calming club MDI and satisfaction survey FSA results Assessment of IEP functionality Formal and informal teacher assessment</p>
<p>Backup Documentation</p>	<p>IEP samples</p> <p>Survey results for students attending calming club</p> <p>Student survey on classroom engagement</p>

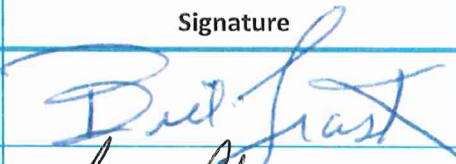

<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<p>Our APL is based on best practice and ongoing discussions in meetings (CMM, CDMC, Blaze Krew, staff, pro-d, team pods, team leader, PAC).</p> <p><b>Community:</b> APL goals are shared at evening assemblies such as Open House, Website, Newsletter, E-mail, and PAC meetings.</p> <p><b>Staff:</b> Team meetings, pro-d meetings, pro-d days, staff meetings, committee meetings, CMM meetings, CDMC meetings, team leader meetings and E-mail.</p> <p><b>Students:</b> Assemblies, announcements, Blaze Krew meetings, team meetings and superblocs.</p>
<p>Backup Documentation</p>	

<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> </ul>	<p>Our journey. We add layers and strategies and a subgoal to our APL each year – expanding our repertoire. We implement strategies and utilize the new curriculum as a launching point. Presently, a paradigm shift for student support and student engagement is necessary due to organizational and historical local factors/challenges, and, most importantly, the curriculum and best practice. We are starting year three of this. Many of our well laid plans and strategies have been put on hold due to COVID the last year and a half – we are hoping to resume them fully this year.</p>
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<ul style="list-style-type: none"> <li>How does this inform potential next steps?</li> </ul>	<p>Overall, we are pleased with the progress our school has made (staff and students). On the MDI results, we score above the SD43 average on positive school tone. Some of the other key indicators we score in the SD43 average and we would like to score higher. It is clearly apparent from this school year and looking forward to next year, we need to support the entire staff with intentionally planning to meet the diverse needs of their students both academically and socioemotionally. Self-regulation and self-concept are two notable areas. We also want to further promote an inclusive and welcoming environment. Our pro-d and collaboration time will focus on addressing this.</p>
Backup Documentation	Satisfaction Survey, FSA, MDI

## Signatures

School Name: Banting Middle	School Goal: Other	School Year: 2021-22
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Title	Name	Signature
Principal	Bill Trask	
Assistant Superintendent	Carey Chute	

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