


# Action Plan for Learning

	<b>School Name: Scott Creek Middle</b>
	<b>School Context Link:</b>
	<b>School Goal: Social Emotional Learning</b>
	<b>School Year: 2018/2019</b>

<b>Goal / Inquiry</b> Student learning	To develop students' self-awareness and social awareness.
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>In the spring of 2013 the Scott Creek Staff went through a process to identify the “greatest needs” of our students. We examined 3 areas, Academics, Learning Skills and Social and Emotional needs. Although concerns were identified in each area, the staff consensus was that addressing the Social and Emotional needs of our students will lead to school and life success for our students. For the past 5 years, the staff has revisited and confirmed that the Social and Emotional needs of our students is still our highest priority.</p> <p>The demographics of our community have evolved over time. The Scott Creek staff have found that an increasing percentage of our students lack the knowledge and skills related to the competencies of Social and Emotional Learning. This finding is confirmed in data from the SD43 MDI report, Satisfaction Survey results, Grade 6 Social Responsibility data from classroom assessments and Student Perspectives reflecting on inclusive and respectful actions.</p> <p>The Core Competencies of Personal Awareness and Responsibility, Positive Personal and Cultural Identity, and Social Responsibility in the Revised curriculum closely align to our Goal.</p>
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<b>References</b> and sources to support actions	<ul style="list-style-type: none"> <li>• Safe School Framework</li> <li>• B.C. Education Plan: Core Competencies</li> </ul> <p><a href="http://www.casel.org/">http://www.casel.org/</a> CASEL: Collaborative for Academic, Social, and Emotional Learning</p>
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<b>Backup Documentation</b>	
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<b>Planned Actions</b> Continuing practices working well (1-3) <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> </ul>	<p>We will continue to teach and communicate a common language for expectations, “At Scott Creek we CARE”, (Care for Yourself, Care for Others, Care for the Environment) which was developed with student input. We will be updating this language for expectations with student input. Teacher input was given this May.</p> <p>Our SEL Team Leader and SEL committee will continue to provide leadership and support for students, staff and parents as we implement our Social Responsibility theme, “CONNECT” during the next school year. This will include foundation week activities focused on building relationships and inclusive practices, along with classroom based lessons throughout the year. We will be developing a peer mediation group of grade 8’s to help us work with our grade 6’s in solving problems in peaceful ways, with support from Ian Robertson and CERA. We will continue to ask for student perspectives with regards to inclusive and respectful behavior.</p>
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<ul style="list-style-type: none"> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p>We piloted a program with SHARE this year to teach a cohort of students at our school to use mindfulness strategies when facing anxiety or stress. Parents were part of this program with meetings before and after the program was piloted.</p> <p>We will continue to use our SCMS News Broadcasts and Assemblies to introduce and reinforce Social Responsibility themes with students during the school year. These assemblies are produced by Leadership Students and students from various teams. We had Jesse Miller address our entire school community about digital responsibility in the framework of students taking responsibility for their behavior in the digital world and finding balance in their daily lives.</p> <p>We will continue to build capacity among staff and students with Restorative Practices. We will continue to have our team leaders present to parents at our PAC meetings.</p> <p>In October, we included our school goal in our first school Interim/Triad conferences in October. We developed an Interim report looking at specific strands of the Core Competencies in Social Responsibility and asked students to evaluate themselves using a strength/stretch framework. Using this document, students created personal goals. We also included our school goal in our second triad conference in the spring and used student perspectives in our final reports. We will develop a tool to capture these anecdotal comments and include them in our APL next year.</p>
<p>Backup Documentation</p>	<p><a href="#">MDI School Report - Scott Creek Middle School - Grade 7 - 2017 2018.pdf</a></p>

<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>We developed student goals with parental involvement in triad discussions where students developed academic and SEL goals in October. At the end of term 2 and term 3, students provided student perspectives and reflections. Students involved in this process provided examples of inclusive and respectful behavior. Most reported that they “invited others to join groups, listened to others’ opinions, and remained open-minded when paired with people they weren’t used to”. These anecdotal comments are part of the student perspectives on formal student report cards.</p> <p>We worked with a Counselor and a Health Promotion advocate from SHARE to provide a group of students an opportunity to use mindfulness practices to develop strategies when feeling stress and/or anxiety. These students continued to work with our SHARE providers in touchback sessions until June. These students attended school more regularly and worked through various issues they faced in their daily lives.</p>
<p>Backup Documentation</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>During each of our school based professional development days and curriculum implementation days, staff discussed the social and emotional needs of our students. This year we looked at SEL data from our school Satisfaction Survey results and our MDI results. Our staff worked together to highlight areas of strength in our student community and areas we could focus upon.</p> <p>Our team leaders presented at our PAC meetings so we could discuss current initiatives at Scott Creek, the challenges our students and families may be facing and ways that we were supporting students.</p> <p>Updates on our APL goal will be shared with parents at our monthly PAC meetings and through our newsletters. Staff meetings and professional development days will be utilized to share progress and plan further actions.</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> <li>• How does this inform potential next steps?</li> </ul>	<p>We are working together to make sure our school goal is relevant and focused on areas where students at Scott Creek need support with day to day relationships and with mental health support as demonstrated in the mindfulness anxiety group. As of December 2017, we have a PADS Accredited Facility Dog Iris who works with students who may need support at school during times of stress or anxiety.</p> <p>We were surprised about the following:</p> <ul style="list-style-type: none"> <li>• <b>Students reported that many of them are alone after school</b></li> <li>• <b>40% of our students said that the number of important adults at school for them were 1 or none</b></li> <li>• <b>We noticed an increase in the number of students with attendance issues due to online gaming addictions</b></li> </ul> <p>We will work together to develop a strategy to have all students attached to one staff member through our student services term reviews. We will continue to find after school programs at Scott Creek that offer students diverse and engaging opportunities. We will continue involving parents in goal setting and SEL conversations during reporting periods through triad conferences which were very well received by our community.</p>
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	We will develop a better understanding about how to help students that have gaming addictions and plan to look at how we can help with their attendance and attachment to our staff, students and school. We will look at this issue through relevant readings and look for an expert(s) to present to our staff, students and parents.
Backup Documentation	

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

<b>Literacy Data</b> Attach the following: <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul>	<a href="#">FSA Scott Creek Middle School 2018.pdf</a>
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# Signatures

School Name: Scott Creek	School Goal: Social Emotional Learning	School Year: 2018-2019
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Title	Name	Signature
Principal	Lisa Rinke	
Assistant Superintendent	Reno Ciolfi	

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