




# 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: 2021/2022</b>

<b>Goal / Inquiry</b> Student learning	To develop students' ability to make choices that benefit their well-being.
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<b>Rationale</b> 1-3 reasons for choosing goal	<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 through student feedback from the UBC Middle Development Instrument report and Ministry of Education Learning Survey results.</p> <p>The Core Competency of Personal Awareness and Responsibility in the BC Curriculum closely aligns to our goal. Originally, we looked at a meta-analysis provided by Safe Schools BC which links a focus upon SEL instruction with higher academic performance and increased motivation for positive behavior and deeper learning. During the COVID 19 crisis, we have been using trauma informed practices to support students and their well-being. Our staff reviewed our most current MDI report, our Learning Survey data and our Scott Creek Wellness survey and feedback from our grade 8 students this year. After this review, discussion and reflection, we decided to continue working on this goal for next year.</p>
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<b>References and sources to support actions</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <a href="#">meta-analysis-child-development-1.pdf</a> </div> <div style="text-align: center;">   <a href="#">MDI-SchReport-2020-21-SD43-ScottCreek</a> </div> </div> <div style="text-align: center; margin-top: 10px;">   <a href="#">BC Ministry of Education Core Comp</a> </div>
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<b>Planned Actions</b> Continuing practices working well (1-3) • What will we do differently? (1-3)	<p>Our Team Leaders, staff and leadership students will continue to provide leadership and support for students, and parents as we weave next year's SEL theme, "IDENTITY" into our practice during the next school year. This will include foundation week activities focused on building relationships and inclusive practices and empathy, along with school-wide sessions throughout the year. We have team leaders involved in leading this work with staff and we will continue to ask for student perspectives and reflections with regards to practices that support well-being.</p>
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<ul style="list-style-type: none"> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li>   <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p>In the past, we successfully partnered with SHARE 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 completed. Last year we piloted a program for students with very high rates of non-attendance. This program was very successful and we planned to continue using this framework with our school based Learning Services teachers. However, given the implications of our learning cohorts dictated by Covid 19, we pivoted and worked with individual students to support their understanding and practice of mindfulness strategies through our counselor, youth worker and admin. These one-to-one relationships reduced the number of students who were not attending (other than our students working through the gradual transition program).</p> <p>We will continue to support Scott Creek student leadership as a voice and structure to introduce and reinforce our well-being focus and "Identity" theme with students during the school year. Our student leadership group will work together to provide daily announcements with a positive focus, a wellness focus and opportunities to continue supporting a positive culture at Scott Creek. This past year, we supported the district SLC teacher at Scott Creek and had the highest number of participants at a recent SD43 Middle School Leadership conference which was held virtually and supported our students on their journey towards wellness in all aspects of their lives. Our District Student Leadership Committee was focused on the "Eight Dimensions of Health" this past year which aligns with our school goal.</p> <p>We will continue to build capacity among staff and students with Restorative Practices. Two years ago, three teachers attended the formal training program offered by our district and we are committed to supporting interested teachers next year. We will continue to have discussions at our monthly PAC meetings to ensure that parents are aware of our monthly well-being focus. This year administrators and team leaders led Listening Circles to discuss "the Impact of the Pandemic on Educators" for our entire staff on May 31 at our school Pro D Day.</p> <p>In October, we will continue to include our school goal in our first school Interim/Triad conferences with parents and students. We will develop an Interim report looking at specific strands of the Core Competencies in Personal Awareness and Responsibility and will ask students to evaluate themselves using a strength/stretch framework. Using this document, students, parents and teachers create personal goals. We will also include our school goal in our second triad conference in the spring and used student perspectives in our final reports to reflect upon their well-being.</p>
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<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>This year we implemented a grade 8 Wellness Survey and feedback opportunity for our students. We received targeted information about the Eight Dimensions of Wellness which we are using to develop our next steps. The lowest reported areas of wellness were practicing mindfulness (only 14 students) and making good use of their strengths and experiences on a weekly basis (only 16 students). We will add a choice in the survey for don't know or no answer. Most students identified individual goals for their next steps around getting more sleep, eating more nutritional food, and getting more exercise.</p>
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<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 staff meetings , staff discussed the social and emotional needs of our students. For the fourth year, our staff reviewed SEL data from our school Learning Survey results and our MDI results. We also reviewed our grade 8 Wellness survey results and feedback. Our staff worked together to highlight areas of strength in our student community and areas that were a stretch for our students. This data and teacher reflection was used to develop our SEL goal last year and the decision to continue working on this goal was made this year. We will continue to explore data to provoke questions and conversations.</p> <p>Updates on our APL goal were shared with parents at our monthly PAC meetings and through our weekly News Flash newsletters. Staff meetings and professional development days will be utilized to share progress and plan further actions.</p>
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<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 happy to see a slight improvement in our student well-being which led to our continuation of our school goal:</p> <ul style="list-style-type: none"> <li>• 47% of our students scored in the low range of well-being (district was 39%) in 2020</li> <li>• 45% of our students scored in the low range of the well-being (district was 47%) in 2021</li> <li>• 24% of our students were thriving (district average was 32%) in 2020</li> <li>• 26% of our students were thriving (district average was 25%) in 2021</li> </ul> <p>which shows a focus on wellness has supported an improvement in overall student wellness</p>
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	<p>We will continue to use a school-wide strategy of monthly team meetings with Learning Services and Administration to support students. We will continue to track attendance and provide our vulnerable learners with wrap around support. We will continue to find after school programs at Scott Creek that offer students diverse and engaging opportunities through the "Do What You Love" program providers. We will continue involving parents in goal setting and SEL conversations during reporting periods through triad conferences which continue to be very well received by our community.</p> <p>We will continue to organize our communities at Scott Creek so that our new grade 6 students will be in the same community for their three years at Middle School. This has helped students and teachers to build stronger relationships with one another fosters a sense of identity as a member of a smaller community within our larger Scott Creek community.</p>
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(Delete this section if Literacy is your main goal)

<p><b>Literacy Data</b>  Attach the following:</p> <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul>	<div style="text-align: center;">   Scott Creek FSA  Results.pdf </div>
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# Signatures

School Name: Scott Creek

School Goal: Social Emotional Learning

School Year:  
2021/2022

Title	Name	Signature
Principal	Lisa Rinke	
Assistant Superintendent	Reno Ciolfi	