


Action Plan for Learning

	School Name: Smiling Creek Elementary
	School Goal: Social Emotional Learning
	School Year: 2021-22

Goal / Inquiry Student learning	In connecting and engaging with others, SCE students can exchange ideas and perspectives to build shared understanding and solve problems in: SEL by recognizing and communicating feelings and using strategies for restoring relationships
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Rationale 1-3 reasons for choosing goal	<p>The pandemic has resulted in many learners staying home for the entire school year. By teaching EASE strategies school wide we want to help our students who have unhelpful feelings of anxiety. We know that when students are preoccupied with social and emotional needs, their capacity to be present and engaged in learning is compromised. But with increased opportunities to develop social and emotional skills, capacity for learning is strengthened and academic outcomes improve.</p> <p>We believe that the regular and routine use of the Circle practice is a key structure of a healthy school community. Outside of home, schools are the one place where children are in regular ongoing relationships with adults. The quality of learning and growth that takes place within a school depends on healthy relationships between, and among, adults and children. Circles support individual learning and growth, and at the same time they contribute to the development of a healthy, positive school community for all. Integrating the Circle practice within the school community will help to develop relationships that support and foster learning, and nurture healthy emotional and social development for both children and adults.</p>
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References and sources to support actions	<p>Circle Forward (Revised Edition 2020) Building a Restorative School Community, By Carolyn Boyes-Watson and Kay Pranis</p> <p>Canadian Mental Health Association, British Columbia Division (2013). "Improving Mental Health." https://cmha.bc.ca/documents/improving-mental-health/</p> <p>Naylor, Charlie (2019). "Staff Well-Being in Schools: Some B.C. Ideas and Approaches." EdCan Network (Canadian Education Association). https://www.edcan.ca/articles/staff-well-being-in-schools/?gclid=EAlaIQobChMIkdqMgKbL5wIVCNnkCh0bQgvFEAYASAAEgLyvvd_BwE</p> <p>Galderisi, Silvana, Andreas Heinz, Marianne Kastrup, Julian Beezhold, and Norman Sartorius (2015). "Toward a New Definition of Mental Health." World Psychiatry 14(2), 231–233. https://doi.org/10.1002/wps.20231 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4471980/</p>
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	Government of British Columbia, erase (expect respect & a safe education; n.d.). "Erase Stigma / Embrace Understanding." https://www2.gov.bc.ca/gov/content/erase/mental-health?bcgovtm=20191119_EDUC_AM_ERASE_2__ADW_BCGOV_EN_BC__TEXT
Backup Documentation	 MDI-SchReport-202 0-21-SD43-SmilingC

<p>Planned Actions</p> <p>Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> • 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? 	<p>When Smiling Creek opened, we recognized the necessity of community building and creating an atmosphere of inclusion and acceptance. Prior to the restrictions of Covid, we commenced the school-wide use of emotion identifying programs, installed sensory paths with training by our District OT, trained staff in the use of the Self-Regulation Room, classroom quiet spaces and other calming strategies. We developed a motto – <i>Be Caring, Think Big, Feel Inspired, Make a Difference</i> - and were on the cusp of school-wide events that revolved around these themes to begin living the motto. Post Covid, the hope is to return to these programs and continue to grow the community communication and support pieces, including the implementation of the Smile Squad (peer playground support).</p> <p>EASE for Staff: To promote optimal mental health and build resilience in their students, educators can:</p> <ul style="list-style-type: none"> • talk about mental health openly to reduce harmful stigma that could prevent students from seeking help when needed • recognize and address mental health concerns with the help of mental health professionals • explicitly teach cognitive, social, emotional and physical skills that promote mental health • create supportive school environments where students: <ul style="list-style-type: none"> – feel connected with a caring adult who knows them and understands their perspectives – have opportunities to become involved in meaningful social activities – are taught effective ways to manage stress and conflict and have them modelled by adults – are encouraged and supported to take healthy risks – experience open communication between home and school <p>EASE at Home: To help support learning across environments, several fun and practical EASE lessons have been adapted for use by parents and caregivers to help children manage worries and anxiety at home. https://healthymindsbc.gov.bc.ca/ease-at-home/</p> <p>EASE at School: Everyday Anxiety Strategies for Educators (EASE) is a collection of 12 lessons that introduce strategies for effectively managing everyday anxiety. It was developed by the Ministry of Children and Family Development in collaboration with Anxiety Canada and British Columbia educators. The lessons align with B.C. curriculum and are designed to fit into existing routines and practices in K–7 classrooms.</p>
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	<p>We will monitor progress by:</p> <ol style="list-style-type: none"> 1. BC Performance Standards “Social Responsibility – Quick Scale” – teacher judgement to establish baseline data in term 1 and then again in terms 2 and 3. 2. Student self-reflection (same K-5 to track growth) 3. Office referrals 4. Noon Hour Supervisor feedback 5. Parent survey on common language/resilience 6. https://schoolguide.casel.org/ School-wide Guide to SEL Implementation, including rubrics.
Backup Documentation	<ul style="list-style-type: none"> • https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/performance-standards/social-responsibility/skto3.pdf • https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/performance-standards/social-responsibility/s4to5.pdf


<p>Documentation of learning</p> <p>Key evidence of change</p> <ul style="list-style-type: none"> • 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. 	<p>The Smiling Creek 2020-21 Literacy Goal was based in the Meaning strand of Writing. The focus was around increasing understanding of content material, making meaning of it, and communicating it in a grade appropriate manner. This was a rolled over goal area from the 2019-2020 school year, as data was incomplete due to the Covid closure (only 2 writes were conducted that year, and the kindergarten students did not write at all).</p> <p>Three school-wide writes were conducted in the 2020-21 school year, and growth was evidenced across all grade groups during the year (see data).</p>
Backup Documentation	 <p>Final Data Summary 2020-21.pdf</p>

<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, 	<ul style="list-style-type: none"> • School Goal ideas were presented to the PAC in a PowerPoint presentation and feedback was solicited. Families were also notified in Weekly Updates that were sent by email. • Teachers and support staff were invited to join a school goals committee that met in April/May 2021. The committee presented it findings to the staff in May 2021.
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teachers, students & support staff?	
Backup Documentation	 1 School Goal Powerpoint.pptx

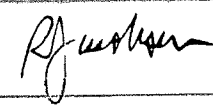

Reflection Highlights <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<ul style="list-style-type: none"> • We are now in month 13 of COVID health & safety protocols. • If we return in September 2021 to Stage 1 there may be some families who are still reluctant to attend school and may have lingering trauma from their COVID experience. We need to meet people where they are at with respect to their comfort levels. • Our conclusions based on the experience of Gradual Transition students who have returned to in-person learning in the 2020-21 school year, tells us that these students will need extra socio-emotional and academic support. It is likely that these students have had limited connections with adults outside of their immediate family members and so using EASE strategies along with Circles to build community will be integral in building a positive post-COVID school culture.
Backup Documentation	

(Delete this section if Literacy is your main goal)

Literacy Data Attach the following: <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	 Final Data Summary 2020-21.pdf
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Signatures

School Name: Smiling Creek	School Goal: Social Emotional Learning	School Year: 2021-22
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Title	Name	Signature
Principal	Ross Jacobsen	
Assistant Superintendent	Gerald Shong	

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